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ABSTRACT

A needs assessment and analysis were conducted in Michigan to determine the status and effectiveness of vocational education for limited English-speaking ability (LESA) students relative to population, program instruction, and funding. Three survey instruments were developed: one for directors of bilingual programs, another for directors of vocational programs, and another for teachers and counselors working in the bilingual or vocational programs selected for the study. In addition, personal interviews were conducted with LESA students and their parents, and an analysis was made of prospective employment opportunities available in Michigan until 1985. Eight general conclusions were reached, and recommendations were made to implement them. Conclusions included the following: (1) students desired to enroll in vocational education, but many were not served because of their limited English proficiency; (2) many LESA parents could not communicate with school personnel and were unaware of vocational education opportunities; (3) LESA students tended to drop out of school before the ninth grade; (4) second and third generation LESA students seemed to have inadequate knowledge in both English and their native languages; (5) bilingual students seemed to be influenced by cultural biases in their selection of vocational programs; (6) shortages of counselors and vocational education teachers who were trained to provide services for LESA students existed; (7) bilingual persons were underrepresented in vocational advisory committees; and (8) vocational programs were not able to meet the needs of LESA students. Recommendations were made to remedy these problems, including implementation of a comprehensive program in bilingual vocational education. (KC)

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VOCATIONAL EDUCATION FOR LIMITED ENGLISH SPEAKING POPULATIONS IN MICHIGAN: AN ASSESSMENT OF NEEDS

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CONTENT

	Page
Contents	i
STATEMENT OF THE PROBLEM	1
Introduction	1
Definition of Terms	4
Status of Minority Employment in Michigan	8
Legislation	10
Bilingual Vocational Education: A Historical Development Within the State of Michigan	14
Existing Bilingual Vocational Education Curriculum Materials	16
Focus of the Study	17
METHODOLOGY OF THE STUDY	22
Introduction	22
Survey of Ethnic Community Programs and Public/Private Institutions	22
Survey of Secondary and Postsecondary Institutions Serving Limited English-Speaking Learners	23
Personal Interviews with Students and Parents	26
Data Analysis	29
Analysis of 20 Promising Vocational Areas	29

Page

RESULTS OF THE STUDY 32

TABLES AND FIGURES

Questionnaire Administration to Directors and Staff 32

Interviews with Students and Parents 34

Students Characteristics 35

Parents Characteristics 38

Determining the Use of the Native Language in the Home by Students and Parents 41

Determining the Vocational/Career Interest of the Students and Their Parents 43

Determining Student and Parent Interest in Vocational Education Programs that Incorporate their Home Language 45

Determining the Enrollment of Limited English-Speaking Students in Vocational Education Programs 47

Determining the Barriers to Limited English-Speaking Populations Enrollment in Vocational Education Programs 49

Determining the Effect of Sex Role Stereotypes on Enrollment in Vocational Education 54

Determining the Availability of Bilingual Teaching and Counseling Staff 56

Determining the Bilingual Student and Parent Impact on Vocational Programming 57

Determining the Strong Points of Existing Bilingual Education and Vocational Education Programs 58

Determining the Reasons why Limited English-Speaking Students Drop-out 65

Page

Determining the Cost of Vocational Education for Limited English-Speaking Students 66

Determining Employment Trends in the State of Michigan 68

CONCLUSIONS AND RECOMMENDATIONS 75

SUMMARY . . . . . 8?

BIBLIOGRAPHY 87

APPENDICES (Please see separate attachment)

STATEMENT OF THE PROBLEM

STATEMENT OF THE PROBLEM

Introduction

In the past, the vigor of the workforce has been maintained, even in difficult times, by generation after generation of graduates from Michigan's vocational education programs. But today these programs face an unfamiliar challenge.

Michigan's depressed economic situation has created substantial unemployment within the state's skilled labor pool. As a consequence, many skilled workers have joined in the migration to the sunbelt. This situation contributed to the steady decline in enrollment of native English-speaking students in the state. According to a report by the Michigan Employment Security Commission[1], "over the past several years, the total number of public school students has declined, while minority enrollments have increased." The number of Hispanic students has increased in our schools by 157% between 1970 and 1979. This increase in people of Spanish culture, many with limited

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[1]Michigan Employment Security Commission. Detroit Labor Market Analysis Unit. Minorities in Michigan's Work Force. Detroit, Michigan: May 1980, p. 35.

English-speaking ability (abbreviated hereafter as LESA. For a definition of the term LESA see p. 6) has placed a great demand on our educational system.

However, this is not the only linguistic minority group which has grown significantly over the past several years. The increase in number of Arabic, Native Americans, Indochinese, and other linguistic minority students demands that our schools become multicultural learning centers taught by teachers that are able to communicate with these students using their native language.

This rapid change in our student population has not been an easy one to accomodate. In fact, there are some indications which suggest that many of our schools have not yet begun to meet the educational needs of these linguistic minority students (La Raza Advisory Council's 1979-80 Annual Report to the State Board of Education, June 1980).

Why is it so important for our educational system to meet the needs of linguistic minority youth and for these youth to graduate? According to "Minorities in Michigan's Work Force," "employment chances are increased as the level of education rises." A recent study by the Vice-President's Task Force on Youth Employment indicates that a present high school graduate has

about a 9.4 percent chance of being unemployed. However, the high school dropout has increased his or her chances of being unemployed to 20.5 percent. (The chance of unemployment increases according to other factors such as ethnic origin, sex, and economic status.)

In Michigan the minority employment outlook is dismal. Currently, unemployment within LESA populations is higher than it is in the state as a whole (Michigan Employment Security Commission, Minorities in Michigan's Work Force: May, 1980).

Vocational education can help to reduce this unemployment problem, but first it must be recognized that the situation in Michigan calls for alterations in traditional vocational education. Vocational education as it is traditionally delivered, cannot meet the diverse needs of limited English-speaking students from different cultural backgrounds and with varying degrees of English proficiency. What the situation demands is a fusion of vocational and bilingual or ESL language support services. These programs are not only oriented toward the individual, but are designed to develop a stronger workforce and sounder economy for the state. Comprehensive vocational education programs designed specifically for LESA students

promise to be the most effective way of developing job related English skills within this population and creating opportunities for productive employment.

Definition of Terms

Arabic: a language used by communities coming from the Arab world, encompassing 21 member states and political entities in the Arab league, stretching geographically across western (the Levant) and south-western Asia as well as northern Africa. In Michigan, Egyptians, Iraqis/Chaldeans, Jordeans, Lebanese, Palestinians, Syrians, Yemini, and others speak this language.

Bilingual Education: the use of two languages as mediums (modes) of instruction, one of which is English and the other is the home language of the student.

Bilingual Student: a student who speaks two or more languages.

Bilingual Vocational Education: vocational education which utilized the native language of the students to facilitate learning.

Career Development: that component of career education that deals with self-awareness and assessment, career awareness and exploration, career decision making, and career planning and placement.

Career Guidance: planned counseling activities designed to facilitate the career development of students.

Chaldean: a minority ethnic population from northern Iraq. A population all of whom are Roman Catholic in religious belief. In addition to speaking Arabic, the population speaks a modern version of Aramic.

Counseling: a human transaction process to help individuals achieve goals. Counseling literature has suggested four orientations to the counselor's efforts to help people. These orientations are: (1) to make important personal decisions, (2) to deal and cope with crisis situations, (3) to reduce counter-productive behavior, and (4) to achieve individual growth.

English as a Second Language (ESL): the teaching of English to persons whose native language is not English.

Guidance: the process of planning and delivering personal services intended to help the development of student's ability to function effectively in society.

H'mong: in Michigan, the language of the H'mong people who have come to Michigan from Laos.

Indochinese: a generic term representing Cambodian, H'mong, Laotian, and Vietnamese people.

Language: as used by linguists, it is a specifically human form of communication in which sounds are combined into words and sentences in order to convey meanings from one person to another.

Errata

The following text should be inserted on page 5 between the entries for English as a Second Language (ESL) and Guidance.

First Generation Cultures: refers broadly to the immigrant generations which bring with them a culture that is distinct from the American culture. Technically, these first generations

a. were not born in the U.S.,
b. have had no exposure to the linguistic, economic, and educational practices of the U.S., and
c. have joined the work force without the benefits of the preliminary experiences listed in (b).

Second and Third Generation Cultures: By contrast to the first generations, second and third generations have experienced the American linguistic, commercial and educational systems via at least three of the four primary agents of socialization of children: the family, the school, the peer group and the media.

Limited English Proficiency (LEP): (1981 Federal Register Definition; with reference to an individual) means an individual who:

1. (i) was not born in the United States or whose native language is other than English

   (ii) comes from a home in which a language other than English is most relied upon for communication, or

   (iii) is an American Indian or Alaskan Native student and comes from an environment in which a language other than English has had a significant impact on his or her level of English language proficiency, and

2. as a result of the circumstances described in paragraph (1) of the definition of "Limited English Proficiency" of this section, has sufficient difficulty in understanding, speaking, reading, or writing the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

Laotian: the language of the Laotian people who came from Laos.

Limited English-Speaking Ability (LESA) State of Michigan (Public Acts 1976-No. 451): "Children of limited English-speaking ability" means children who have or reasonably may be expected to have difficulty performing ordinary classwork in English because their

native language is a language other than English or because they come from a home or environment where the primary language used is a language other than English.

Limited English-Speaking Ability (ESEA Definition): individuals who were not born in the United States and whose native tongue is a language other than English, or individuals who come from environments where a language other than English is dominant, and by reason thereof, have difficulties speaking and understanding instruction in the English language.

Local Education Agency (LEA): a Board of Education, or other legally constituted local school authority, having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision of a state; or any other public educational institution or agency having administrative control and direction of a vocational education program.

Stratified Random Sampling: a process of breaking a large group into sub-groups followed by random sampling for these sub-groups for accurate generalization to the large group. For example, the Spanish population in this state can be adequately sampled by separating from the state, the communities of Adrian, Saginaw, Detroit, and Grand Rapids where higher percentages of Spanish are found. From these communities, random sampling can be performed which will represent the Spanish population within the state.

Spanish: in Michigan, a language shared by a number of diverse groups: Mexican, Chicano, Puerto Rican, Cuban, Dominican, and South American.

Vietnamese: the language of the natives of Vietnam.

Vocational Education: courses or programs which prepare individuals to become employable within an occupation or cluster of occupations.

Status of Minority Employment in Michigan

Based on a review of thirty-two documents and reports from various government agencies and several calls to public and private agencies specifically serving minorities, it is clear that there is very little data available on minority employment statistics. In fact, there are no employment statistics available which contain breakdowns according to all the selected minority groups: Arabs, Chaldeans, Hispanics, and Indochinese. The majority of sources report data according to "white" and "non-white" categories. This breakdown does not provide appropriate data when bilingual populations are studied. Those documents which were most helpful for this study were: "The Commission on Spanish Speaking Affairs 1979 Annual Report," "Minorities in Michigan's Work Force (May, 1980)," and "A Summary Report of the Vice President's Task Force on Youth Employment (The White House, 1980)."

Following black and white groups, the population with the most data available are the Hispanics. Using the data available, a report was developed which focuses on the employment outlook of these minorities in the state of Michigan. The complete report is included in Appendix A.

Some of the findings of this report are as follows:

1. The Hispanic population is the fastest growing minority group in the state today.
2. Our public secondary school system has not begun to meet the educational needs of the growing Hispanic minority population.
3. The drop-out rate for the Hispanics is significantly higher than most high school populations in our state. In major cities across the state, the drop-out rate is much higher than in non-urban areas.
4. Young Hispanic women have one of the poorest graduation rates of any group in the state.
5. Over three quarters of all Hispanics employed within the state are currently working in low paying jobs.
6. The unemployment rate for Hispanics is almost double that of the unemployment rate of the white population within the state.
7. Occupations within the state which have high rates of employment do not have training programs which are attracting the Hispanic minority.

Legislation

The 1968 amendment to the Elementary and Secondary Education Act (ESEA) of 1965 was the first legislation step taken for the bilingual student. This amendment is known as Title VII, the Bilingual Education Act (BEA). The BEA recognized that there were large numbers of limited English-speaking students attending public schools who "have educational needs which can be met by the use of bilingual education methods and techniques" (ESEA, Title VII, Sec. 702, p. 2268).

Allocation of funds for financial assistance to local education agencies (LEA's) and state education agencies was also provided by the provisions of the BEA. The funds were to be used for the establishment and operation of elementary and secondary education programs to meet the unique needs of LESA students and to enable these students to achieve competence in the English language.

In 1976, Public Law 94-482, an amendment to the Vocational Education Act of 1963, was enacted. One of the provisions of P.L. 94-482 was to develop bilingual vocational training programs to "prepare persons of limited English-speaking ability to perform adequately in an environment requiring English language skills and to fill the critical need for more and better trained persons in occupational categories..." (P.L. 94-482, Sec. 105-601, p. 2205).

In October of 1974, the Michigan Legislature enacted Public Act 294, which required school districts enrolling 20 or more students of a given language category with limited English-speaking ability to establish a program of bilingual instruction. Sections 395 and 396 of the Act specified the responsibilities of the State Board of Education and the Michigan Department of Education in the implementation of bilingual instruction programs. Among its responsibilities, the State Board was required to:

1. "... develop and administer a program of in-service training for bilingual instruction programs", and
2. "... promulgate rules governing the conduct of and participation in the in-service training programs." (Public Act 294, Sec. 395, (1) p. 184)
3. "... promulgate rules governing the endorsement of teachers as qualified bilingual instructors in the public schools of this state" and require that the teacher ... shall be proficient in both the oral and written skills of the language for which endorsed." (Public Act 294, Sec. 395, (2) p. 184)

4. "... approve an examination or testing mechanism suitable for evaluating the proficiency in English language skills of a child of limited English-speaking ability." (Public Act 294, Sec. 395, (3) p. 184)

Additionally, the Michigan Department of Education was required to:

1. "Advise and assist school districts in complying with and implementing sections 390 to 396."
2. "Study, review, and evaluate textbooks and instructional programs."
3. "Compile data relative to the theory and practice of bilingual instruction and pedagogy."
4. "Encourage experimentation and innovation in bilingual education."
5. "Recommend in-service training programs, curriculum development and testing mechanism to the State Board of Education." (Public Act 294, Sec. 396, (a) - (e) p. 184)

Career guidance has been an essential part of vocational education and should be included as part of a comprehensive bilingual vocational training program. As with the BEA, funds have been allocated for the initiation and operation of bilingual vocational training programs at both the state and local levels.

Public law 94-482 stated that available funds should be used to"... support programs for vocational development guidance and counseling programs and services ..." for LESA students (Sec. 134 (a) p. 2193). Programs for Limited English Proficiency (LEP) students were repeatedly emphasized in the legislation.

One step taken by the Michigan Department of Education to meet the mandates of the BEA and the Vocational Education Amendment was the issuance of a request for proposals (RFP) related to bilingual vocational education programs. The implementation of the provisions in the enacted laws was given to the Vocational-Technical Education Services (VTES) of the Department of Education. The general objectives of the RFP are:

1. To determine the status of bilingual vocational education relative to population, program instruction, and funding.
2. To assess the effectiveness of bilingual vocational education relative to populations, instruction, and funding.
3. To make a comparison between the status data and the effectiveness data report relative to populations, program, instruction, and funding.

Bilingual Vocational Education: A Historical Development Within the State of Michigan

In 1978, the Michigan Department of Education issued a request for proposals (RFP) related to bilingual vocational guidance and education programs. Eastern Michigan University staff responded to that RFP by submitting a proposal to Vocational-Technical Education services entitled the "Bilingual Vocational Education Project." That project focused on assessing the extent of bilingual vocational education and career guidance needs of bilingual students in grades 7-14, and was divided into three phases.

Phase I of the project was to assess the vocational education and career guidance needs of limited English-speaking ability students, parents, and school personnel. Phase II was to adapt and develop bilingual vocational guidance materials, and Phase III was to develop staff training procedures.

The results of that project was submitted to the Michigan Department of Education in the form of a report. The study investigated the needs of the following language groups in Michigan: Arabic/Chaldean, Ojibway, Spanish, and Vietnamese. In assessing the vocational education and career guidance needs of

students with limited English-speaking ability, information was collected through surveys, interviews, and mail correspondence. Field sites were selected in order to provide a geographic representation of Michigan. Interviews were conducted with students, parents, teachers, counselors, and administrators in eleven schools.

In October, 1980, Eastern Michigan University staff was again granted an award with the Michigan State Department of Education to perform a more extensive needs assessment for Bilingual Vocational Education and to develop a plan of action. This project includes four major phases: assessment, analysis, synthesis, and model development. A more detailed summary of the project is stated in the "Focus of the Study."

In June of 1980, Eastern Michigan University staff responded to a federal RFP and received funding for a Bilingual Vocational Instructors Training Program. The purpose of that program was to provide training in order to meet the critical shortage of instructors possessing the job knowledge, skills, and dual language capabilities required for adequate instruction of persons of limited English-speaking

ability. Human and material resources from this Bilingual Vocational Instructor Training Program were utilized by the state-funded Bilingual Vocational Education project.

Existing Bilingual Vocational Education Curriculum Materials

A report done in June, 1979 by the Bilingual Vocational Guidance and Education Project, reviewed many of the curriculum materials available in Bilingual Vocational Education. These materials were purchased, field-tested, and rated according to their purpose and effectiveness.

Of the 177 commercial publishers which were identified as distributors of bilingual vocational education curriculum materials, only 31 were chosen as having appropriate materials for effective instruction. Materials were ordered from these 31 publishers and those which were judged "acceptable" or better are identified in the study. The list is by no means overwhelming.

The limited number of appropriate bilingual vocational education curriculum materials available commercially places an added responsibility on the instructor to review materials carefully and modify them

when necessary. In many cases, the instructor must develop his or her own materials, especially for Arab/Chaldean and Indochinese students.

The following are findings from the report done in June, 1979, by the Bilingual Vocational Guidance and Education Project after reviewing and field testing commercially available curriculum materials:

- There are many commercial materials available for secondary bilingual vocational guidance and education; however, many products are poorly written and seldom allow for the special needs of the specific student cultural groups they address.
- A majority (99%) of all materials available for secondary bilingual vocational guidance are written in Spanish.
- There is a great need evidenced for pre-vocational and vocational guidance materials to be developed for secondary and post-secondary LESA students in first generation culture groups in Michigan. This was documented to be true by the repeated request for pre-vocational and vocational guidance materials in Arabic and Vietnamese.

Focus of the Study

The Bilingual Vocational Education Project

addressed three major objectives. These objectives, along with the activities involved in accomplishing each objective, are listed as follows:

1. An assessment was conducted to determine the status of vocational education for LESA students relative to population, program instruction, and funding.
   a. A current computer-based access file of bilingual vocational education personnel and agencies was developed for Arabic/Chaldean, Indochinese, and Spanish language groups in Michigan.
   b. Survey instruments were developed and mailed to those school and community agencies identified within bilingual geographic clusters in the state. The purpose of these surveys was to determine the extent of limited English proficiency students enrollment by occupational cluster and by ethnicity in vocational education. Instruments were mailed to secondary and postsecondary vocational directors, vocational teachers and counselors, bilingual teachers and counselors, and bilingual directors.

1. c. The perceived cultural values of parent and student interviewees were identified in relation to English-only vocational education and bilingual vocational education.

   d. On-site interviews of bilingual parents and students were conducted with a minimum of 30 individuals within each language group identified via stratified random sampling procedures.

2. An analysis of the effectiveness of vocational education relative to populations, instruction, and funding was conducted.

   a. The data collected were studied to determine the male/female entrance/exit in existing programs in relation to occupational clusters.

   b. The data collected were studied to determine the bilingual instruction available, bilingual teachers available, career counseling available, and the student/parent impact on vocational education programming.

2. c. Employment trends in Michigan were studied in order to provide vocational educators with information necessary to design appropriate programs.

   d. Meetings with a cadre of area special needs coordinators, refugee resettlement administrators and bilingual resource coordinators were performed by project staff in order to:

   - identify materials, methods, and resources available for use with bilingual students,
   - develop sex-fair vocational education as it relates to the identified cultural groups.

3. A synthesis of the gathered survey data and the site visitations are presented in this report.

   a. The analyzed data are presented in its most useable form, including tables and graphs to clearly illustrate the findings.

   b. Recommendations and conclusions are drawn from the survey results in order to facilitate use of the data.

METHODOLOGY OF THE STUDY

METHODOLOGY OF THE STUDY

Introduction

This section presents an overview of the data collection methods (survey and interview) used to conduct the study. A description of the instrumentation, the target population and sampling, and the data analysis techniques are presented for each data collection method used.

The survey method includes a survey of secondary school districts, community colleges, adult basic education programs, and universities in Michigan. The interviews include those with bilingual/LESA students and their parents at selected sites in Michigan (Figure 1).

The Employers Needs Report is not a primary survey. To predict the employment trends for the state of Michigan we use data collected from secondary sources such as the Michigan Employment Security Commission and the Michigan Department of Education along with national studies.

Survey of Ethnic Community Programs and Public/Private Institutions

For the purpose of obtaining information regarding the ethnic enclaves and the location of bilingual

and vocational education programs in Michigan, a one-page survey was developed, along with a cover letter to explain the need for obtaining the information requested in the survey (Appendix B). This brief survey and cover letter were mailed to 438 public and private institutions and community agencies (e.g., public and private secondary schools, community colleges, universities, vocational and trade center, ethnic community action centers, and ethnic religious leaders). About 300 responses were received. The data collected: (a) helped to establish an up-to-date picture of ethnic enclaves in Michigan, (b) identified resources available in the ethnic communities, and (c) provided an up-to-date number of bilingual and vocational education programs in the immediate vicinity of the ethnic enclaves. The return also helped to create a mailing list for the more comprehensive survey instruments.

Survey of Secondary and Postsecondary Institutions Serving LESA Learners

The initial purposes of this survey were: (a) to assess the extent of bilingual enrollment by occupational cluster and by ethnicity in vocational education programs, (b) to identify the materials and

unique methodologies used in bilingual programs and the resources available within school districts for use with bilingual students, (c) to determine the ratio of bilingual teachers and counselors to bilingual/LESA students enrolled in schools, and (d) to assess the bilingual parent/student impact on vocational education programming.

The ultimate goals of this survey were: (a) to gather information about the status of bilingual education relative to population, program instruction, and funding; and (b) to assess the effectiveness of vocational education for LESA students relative to populations and instruction for the purpose of developing vocational education programs for LESA students to be implemented within the state of Michigan.

Three survey instruments were developed: (a) a survey for directors of bilingual programs (Appendix C), (2) a survey for directors of vocational programs (Appendix D), and (3) a survey for teachers and counselors (Appendix E), working in the bilingual or vocational programs selected for this study. This instrument was reviewed and refined by a jury before it was mailed out.

A mailing list of all the bilingual programs within Michigan public schools was developed with assistance provided by the Michigan Department of Education. Similarly, a list was made of all the vocational programs within Michigan public schools which have sizable enrollments of bilingual students. A cover letter explaining the purpose of the study and the procedures for completing and returning the survey instruments (Appendix F) was enclosed. Three types of survey packets were developed: (1) the packet addressed to directors of bilingual programs contained a cover letter, one questionnaire for the director, six questionnaires for teachers and counselors in the program, and a large, stamped return envelope; (2) the packet addressed to directors of vocational programs, and a large, stamped return envelope; (3) a packet addressed to directors of Adult Education and Community College programs and Indochinese language training programs (operated by community colleges or by private organizations) with the same content as the first packet.

During the last week of March, 1981, these survey packets were mailed to 75 directors of bilingual programs, 57 directors of vocational programs where there were bilingual students, and 23 directors of postsecondary programs (including 9 directors of Indochinese language

training programs). All the recipients were urged to return the packets as soon as possible. Because spring recess for secondary schools took place in mid-April, four weeks were allowed between the first mailing and the mailing of the follow-up letter to late respondents (Appendix G), rather than the standard three-week wait.

Personal Interviews with Students and Parents

The target population for this survey included students with Limited English Speaking Ability (LESA) from grades 9 through 14 and their parents. The names of the participants were obtained from school district personnel and ethnic community organizations. The survey questionnaires (Appendices H & I) were developed and translated into the native language--Arabic, Laotian, Spanish and Vietnamese--of the parents and students to be interviewed. These four ethnic groups were selected because they represented the four highest populations of LESA students enrolled in Michigan schools. In order to insure an accurate representation of responses from individuals at all levels of socioeconomic status, the stratified random sampling method was utilized. Other factors used in sampling were the location of residence and

age of the students (Yates, 1971). The immediate purposes of this survey were: (a) to determine the vocational needs, interests, and resources of Arabic/Chaldean, Hispanic, and Indochinese populations in Michigan, and (b) to identify the perceived cultural values of bilingual/LESA students and parents regarding English-only vocational education and bilingual vocational education.

The student survey instrument consisted of 21 check-off items. The parent survey instrument contained 16 check-off items and two open-ended questions. The interviews were conducted in the native language of the interviewees by experienced bilingual professionals and trained bilingual students from Eastern Michigan University. Interviewers attended an initial orientation session where they received survey materials and instruction on how to interview and record responses. The bilingual interviewers had an opportunity to "role-play" one interview using the prepared questionnaires. To insure the validity of the final survey, the initial survey instruments were field-tested in March of 1981 using a pilot group of Hispanic and Indochinese populations in Washtenaw County.

The final interviews were carried out in April and early May, 1981. Anonymity was assured to all

interviewee participants and the interview sessions lasted no more than one hour. Most interviews were conducted in the interviewees' homes. In a few instances, the interviews took place at ethnic community gatherings.

Interviews were conducted with students enrolled in grades 9 through community college, representing the Arabic/Chaldean, Hispanic and Indochinese ethnic groups. Parents representing these ethnic groups who had children in grades 9 through 14 were selected for interviews. In general, those interviewed were parents of students who were also interviewed. Although the goal of the study was to interview 30 parents and 30 students from each of the selected language groups[2], during the interview sessions there were spontaneous requests from a number of parents and students to participate in the study because they had heared about it from friends and neighbors and wanted to express their needs. As a result, a total of 156 parents and 155 students were interviewed.

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[2] According to Dr. P. Kerlinger ("Foundations or Behavioral Research", Holt, Reinhart & Winston, 1964, p. 54) and Dr. Sax ("Empirical Foundations of Educational Research", Prentice-Hall, 1968, p. 146) the minimum sample size for statistical analysis and generalization to a population or universe is an N of 30.

Data Analysis

The primary processing of the data was done with the aid of a Digital Equipment Corporation System-10 Computer and the Data Processing Language (DPL). A careful cross-referencing of the data followed. The final tabulation and analysis of the responses were done with the aid of the Statistical Package for the Social Sciences (SPSS) (Klecka, Nie and Hull, 1975).

Employers' Needs -- An Analysis of Twenty Promising Vocational Areas

An effort was made to identify and collect data on the twenty most promising vocational areas. These vocational areas were chosen because of their large numbers of projected annual job openings to 1985. That information was obtained from the Michigan State Department of Education, Vocational-Technical Education Service.

In order to gather occupational information which is as current as possible, the Michigan Occupational Information System (MOIS) was accessed for the majority of the data presented in this report... MOIS is updated every six months with current occupational data prepared by the Michigan Employment Security Commission.

The twenty vocational areas studied for this report can be clustered into six classifications. These are the classifications used by all Michigan secondary vocational education programs: (1) agricultural education, (2) business and office education, (3) consumer and home economics education, (4) distributive education, (5) health occupations education, and (6) trade and industrial education. A representative sample of forty-three specific occupations were then selected under these classifications.

The information presented on each occupation includes: a brief definition of the occupation; a list of specialties available within that occupation; a general description of the working conditions; cognitive, psychomotor, and affective worker requirements; linguistic demands; methods of entry into the occupation; special requirements such as licensing, opportunities for experience; national and local earnings; fringe benefits; advancement possibilities; national employment and outlook figures; Michigan employment figures; Michigan's employment outlook to 1985 by region; educational requirements; helpful school subjects; and apprenticeship programs (where available).

This investigation is strictly descriptive in nature. The data used were already available and no attempt was made to collect additional information through surveying techniques. There were no data available to indicate employment trends for the Arabic or Indo-chinese populations. Therefore, it was not possible to provide any occupational information on those populations in this study.

Certain requirements of any occupation will vary depending on the specific job setting. For example, the linguistic demands identified for each occupation will vary and therefore represent generalizations suggested by linguistic experts. There are many other factors involved in determining the compatibility of a person to an occupation.

A summary of the findings are included in the "Results of the Study". The entire investigation is included as Appendix J.

RESULTS OF THE STUDY

The following section of tables and figures have been included as a separate section for the convenience of the reader and should be pulled out and examined as the text is being read.

LIST OF TABLES

1. Number of Respondents to the Questionnaire
2. Interview Samples
3. Percentage Distribution of Students Sampled by Sex and by Home Language
4. Percentage Distribution of Students Sampled by Age and by Home Language
5. Percentage Distribution of Students Sampled by Grades and by Home Language
6. Percentage Distribution of Parents who Feel That Their Children are Having Difficulty with English
7. 7(A-C) Student Self-Assessment of Performance in Mathematics, Social Studies and Sciences
8. Parent Employment Status
9. Student and Parent Use of Native Language at Home by Ethnic Group
10. Percentage of Limited English Speaking Students (by Gender) Enrolled in the 34 Vocational Education Programs
11. Indications of Need for Bilingual Support Services
12. Barriers to Student Enrollment in Vocational Education
13. Barriers to Parent Enrollment in Vocational Education
14. Limited English-Speaking Student Enrollment in the 34 Vocational Programs Sampled
15. Number of Bilingual Persons Employed in the 34 Programs Sampled
16. Ethnic Representation in Vocational Advisory Committees within Vocational Programs Sampled
17. Reasons Given by Bilingual Education Teachers and Counselors for LESA Students Dropping-out

LIST OF TABLES (Continued)

18. Reasons Given by Vocational Education Teachers and Counselors for LESA Students Dropping-Out

19. Major Vocational Education Programs Offered at the Secondary Level in Michigan, with Estimated Annual Job Openings to 1985

20. Michigan and National Outlook for Annual Job Openings, Including the Percentage of Minorities Holding Jobs

21. Projected Yearly Job Openings for the Top Five Occupations through 1985 in Nine Selected Regions of Michigan

LIST OF FIGURES

1. Students and Parents Interviewed.

2(a). Projected Percentage of Arab/Chaldean Limited English-Speaking Students Interviewed That Would Enroll in Bilingual Vocational Education by Technical Area.

2(b). Projected Percentage of Laotian/H'mong Limited English-Speaking Students Interviewed That Would Enroll in Bilingual Vocational Education by Technical Area.

2(c). Projected Percentage of Spanish Limited English-Speaking Students Interviewed That Would Enroll in Bilingual Vocational Education by Technical Area.

2(d). Projected Percentage of Vietnamese Limited English-Speaking Students Interviewed That Would Enroll in Bilingual Vocational Education by Technical Area.

3. Projected Percentage of Limited English-Speaking Students Interviewed That Would Enroll in Bilingual Vocational Education by Technical Area.

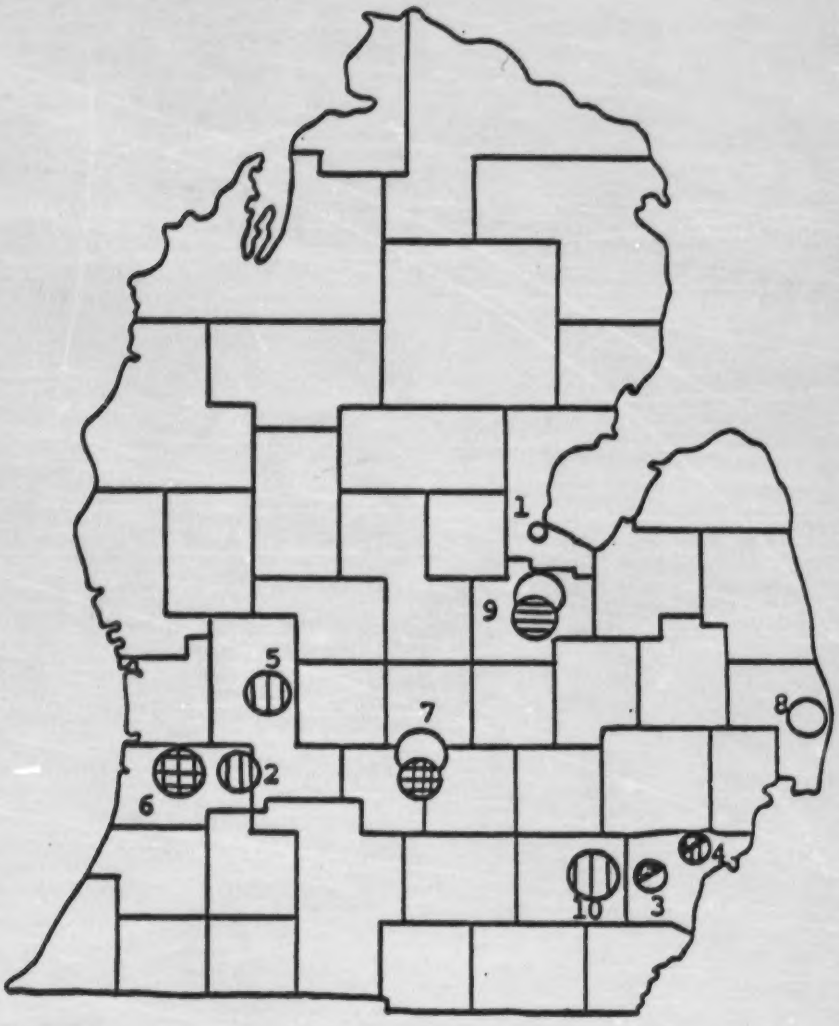
4. Parents' Interest in Bilingual Vocational Education.

5(a). Approximate Cost Per Student in the Bilingual Education Programs Surveyed.

5(b). Approximate Cost Per Student in the Vocational Education Programs Surveyed.

Figure 1

Students and Parents Interviewed



1. Bay City
2. Byron Center
3. Dearborn
4. Detroit
5. Grand Rapids
6. Holland
7. Lansing
8. Port Huron
9. Saginaw
10. Washtenaw County

KEY:

Arabic/Chaldean
Hispanic
Laotian/H'mong
Vietnamese

Table 1

Numbers of Respondents to the Questionnaires

Number of Questionnaires Mailed Out	Population Sampling	Number of Respondents	Final No. of Complete Questionnaires
75	Directors of bilingual education programs	56	41
57	Directors of vocational education programs	42	34
6/district	Teachers and counselors* within above bilingual education programs	139	139
6/district	Teachers and counselors* within above vocational education programs	66	66

*Participation solicited by program directors

Table 2

Interview Samples

Language Groups	Parents	Students
Arabic/Chaldean	35	34
Laotian/H'mong	41	30
Spanish	50	61
Vietnamese	30	30
TOTAL	156	155

Table 3

Percentage Distribution of Students Sampled

By Sex and by Home Language

Sex	Arabic/Chaldean (N=34)	Laotian/H'mong (N=30)	Spanish (N=61)	Vietnamese (N=30)	All Groups (N=155)
Female	64.7	20.0	59.0	46.7	50.3
Male	32.4	76.7	41.0	53.3	48.4
Did not Respond	2.9	3.3	0.0	0.0	1.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4

Percentage Distribution of Students Sampled
By Age and by Home Language

Age	Arabic/Chaldean (N=34)	Laotian/H'mong (N=30)	Spanish (N=61)	Vietnamese (N-30)	All Groups (N=155)
12	0.0	0.0	1.6	0.0	0.6
14	2.9	3.3	0.0	3.3	1.9
15	20.6	0.0	9.8	6.7	9.7
16	41.2	3.3	18.0	13.3	19.4
17	17.6	10.0	24.6	0.0	15.5
18	17.6	3.3	11.5	0.0	9.0
19	0.0	6.7	3.3	10.0	4.5
20	0.0	6.7	3.3	16.7	5.8
21-29	0.0	43.3	19.6	43.2	24.5
30-38	0.0	16.7	3.2	3.3	5.1
54	0.0	0.0	1.6	0.0	.6
Did not Respond	0.0	6.6	3.3	3.3	3.2
All age Groups	100.0%	100.0%	100.0%	100.0%	100.0%

Table 5

Percentage Distribution of Students Sampled
By Grades and by Home Language

Age	Arabic/Chaldean (N=34)	Laotian/H'mong (N=30)	Spanish (N=61)	Vietnamese (N=30)	All Group (N=155)
9th	0.0	10.0	1.6	10.0	4.5
10th	64.7	20.0	18.0	10.0	27.1
11th	29.4	0.0	24.0	0.0	16.1
12th	5.9	10.0	23.0	6.7	13.5
Adult Ed.	0.0	53.3	1.6	16.7	14.2
Community College	0.0	0.0	23.0	43.3	17.4
Did not Respond	0.0	6.7	8.2	13.3	7.1
All Grades	100.0%	100.0%	100.0%	100.0%	100.0%

Table 6

Percentage Distribution of Parents Who Feel That Their Children are Having Difficulty with English

Children are Having Difficulty with English	Arab/Chaldean (N = 35)	H'mong/Laotian (N = 41)	Spanish (N = 50)	Vietnamese (N = 30)
Yes	31%	88%	22%	93%
No	69%	12%	78%	7%

Table 7A

Student Self-Assessment of Performance in Mathematics

Math	Arabic/Chaldean (N = 34) Percent	Laotian/H'mong (N = 30) Percent	Spanish (N = 61) Percent	Vietnamese (N = 30) Percent	All Students (N = 155) Percent
Doing Very Well	47.1	10.0	47.5	16.7	34.2
Doing Fairly Well	44.1	43.3	36.1	60.0	43.9
Not Well	8.8	33.3	11.5	13.3	15.5
Did Not Respond	0.0	13.3	4.9	10.0	6.5

Table 7B

Student Self-Assessment of Performance in Social Studies

Social Studies	Arabic/Chaldean (N = 34) Percent	Laotian/H'mong (N = 30) Percent	Spanish (N = 61) Percent	Vietnamese (N = 38) Percent	All Students (N = 155) Percent
Doing Very Well	50.0	0.0	42.6	3.3	28.4
Doing Fairly Well	50.0	40.0	36.1	33.3	39.4
Not Well	0.0	53.3	16.4	43.3	25.2
Did Not Respond	0.0	6.7	4.9	20.0	7.1

Table 7C

Student Self-Assessment of Performance in Sciences

Sciences	Arabic/Chaldean (N = 34) Percent	Laotian/H'mong (N = 30) Percent	Spanish (N = 61) Percent	Vietnamese (N = 30) Percent	All Students (N = 155) Percent
Doing Very Well	41.2	0.0	36.1	6.7	24.5
Doing Fairly Well	47.1	36.7	37.7	40.0	40.0
Not Well	5.9	43.3	14.8	30.0	21.3
Did Not Respond	5.9	20.0	11.5	23.3	14.2

Table 8

Parent Employment Status

Employment Status	Arab/Chaldean (N = 35) Percent	Laotian/H'mong (N = 41) Percent	Spanish (N = 50) Percent	Vietnamese (N = 30) Percent
Part-Time Temporary	3	15	4	17
Part-Time Permanent	3	2	5	3
Full-Time Temporary	3	7	6	13
Full-Time Permanent	43	5	48	30
Unemployed (looking for work)	37	42	9	24
Unemployed (not presently looking for work)	11	29	28	13

Table 9

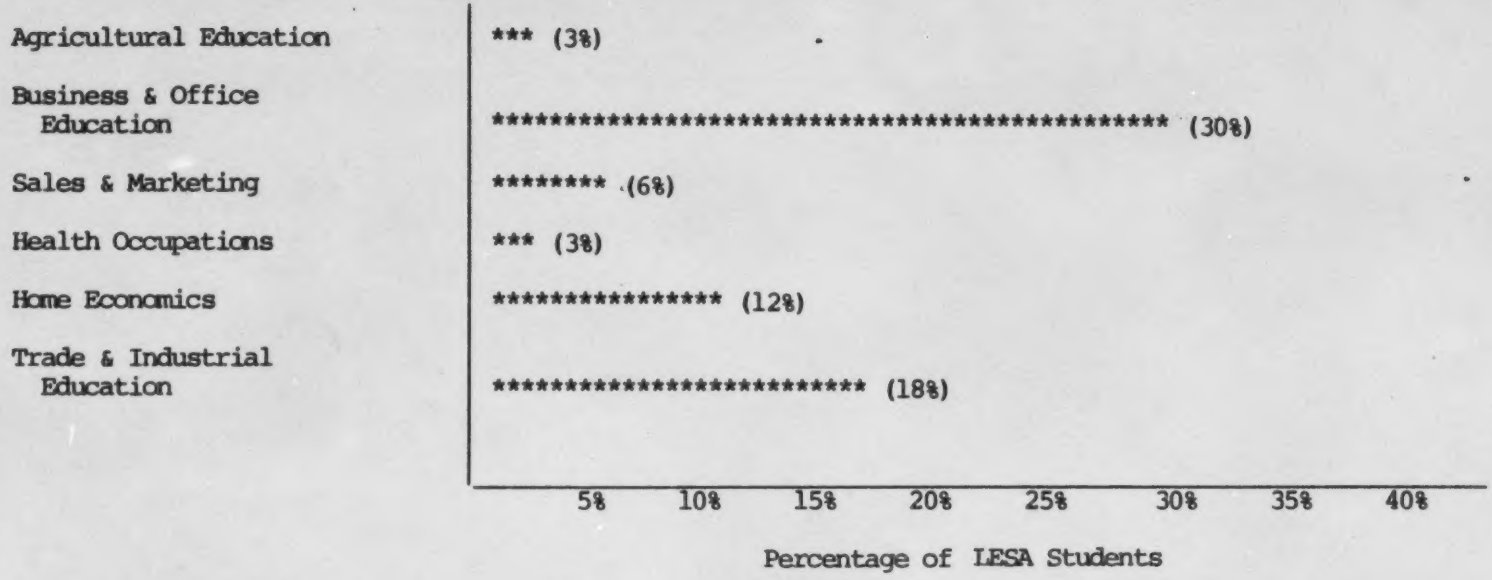
Student and Parent Use Of Native Language at Home by Ethnic Group

PARENTS	Arab/Chaldean	Hispanic	Laotian/H'mong	Vietnamese
Always (100%)	38%	18%	88%	63%
Most of the Time (75%)	35%	24%	10%	27%
Half of the Time (50%)	15%	36%	0%	10%
Less Than Half of the Time (25%)	12%	22%	2%	0%
STUDENTS				
Always (100%)	53%	7%	93%	73%
Most of the Time (75%)	23%	19%	7%	20%
Half of the Time (50%)	20%	40%	0%	4%
Less Than Half of the Time (25%)	4%	34%	0%	3%

Note: Numbers are rounded to the nearest percent.

Figure 2-A

Projected Percentage of Arab/Chaldean LESA Students Interviewed That Would Enroll in Bilingual Vocational Education by Technical Area

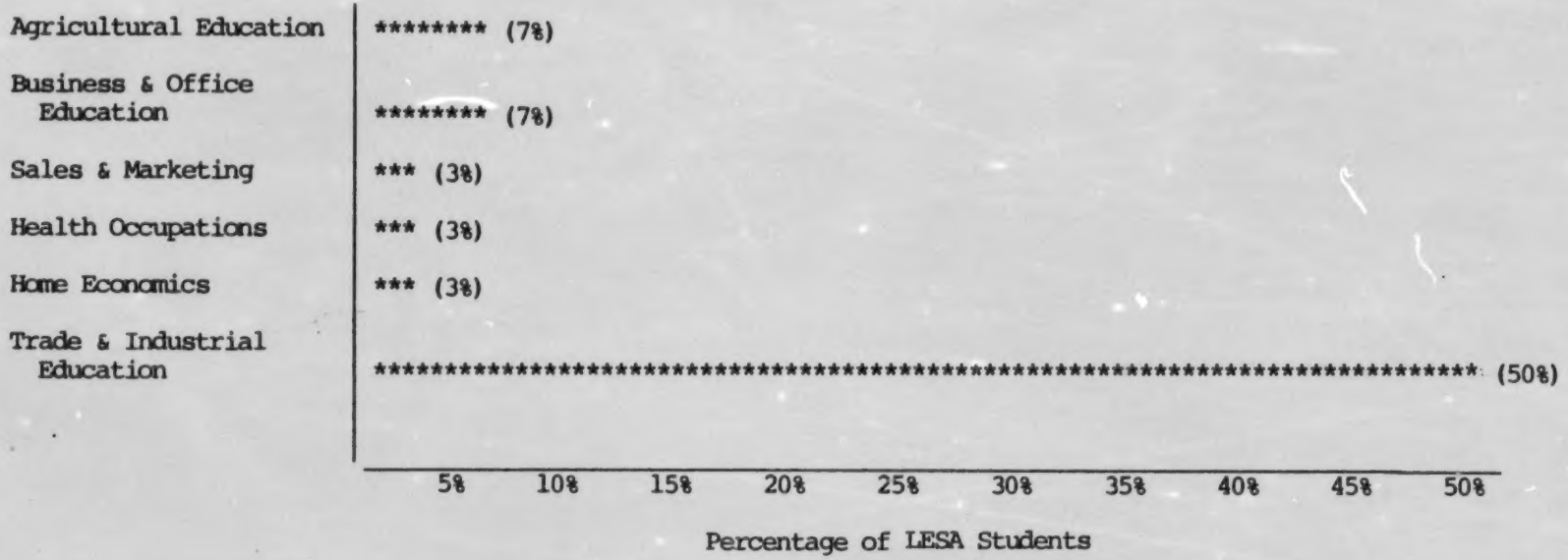


Note: Numbers are rounded to the nearest percent.

Figure 2-B

Projected Percentage of Laotian/H'mong LESA Students Interviewed

That Would Enroll in Bilingual Vocational Education by Technical Area

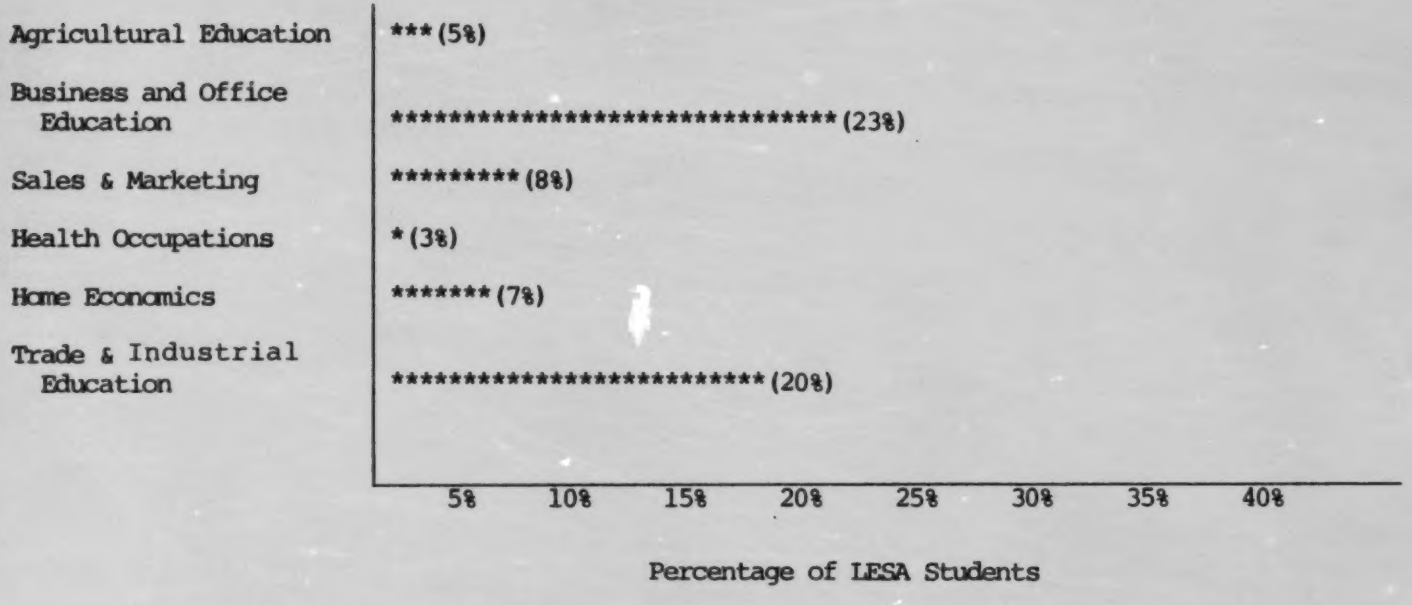


Note: Numbers are rounded to the nearest percent.

FIGURE 2-C

Projected Percentage of Spanish LESA Students Interviewed

That Would Enroll in Bilingual Vocational Education by Technical Area

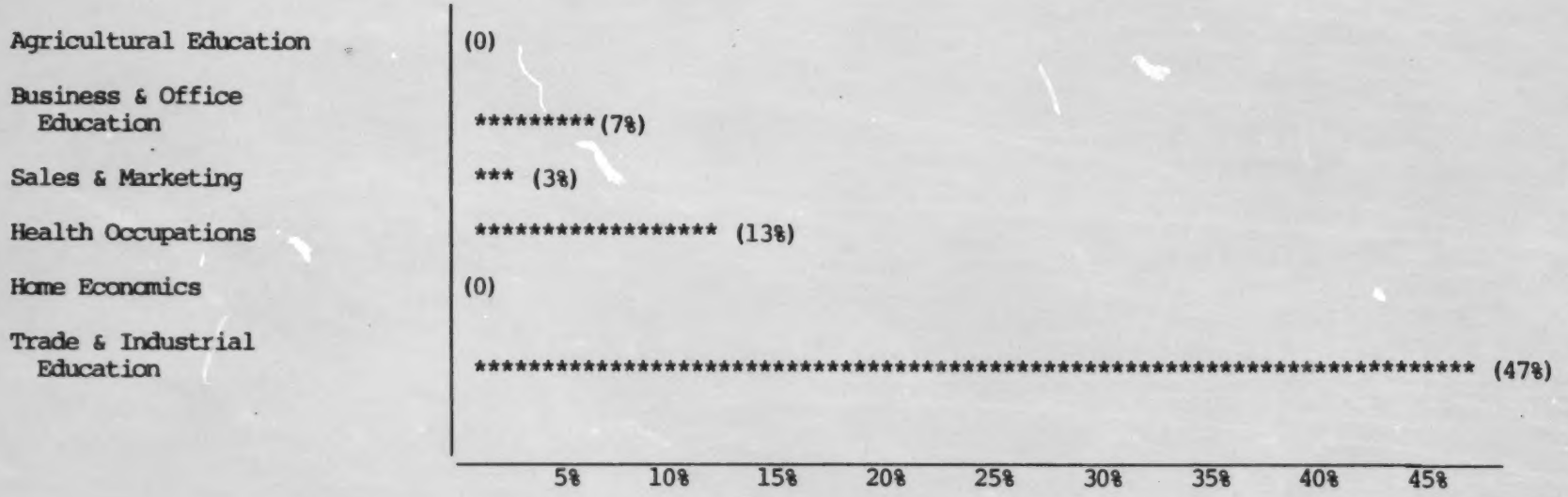


Note: Numbers are rounded to the nearest percent.

Figure 2-D

Projected Percentage of Vietnamese LESA Students Interviewed

That Would Enroll in Bilingual Vocational Education by Technical Area



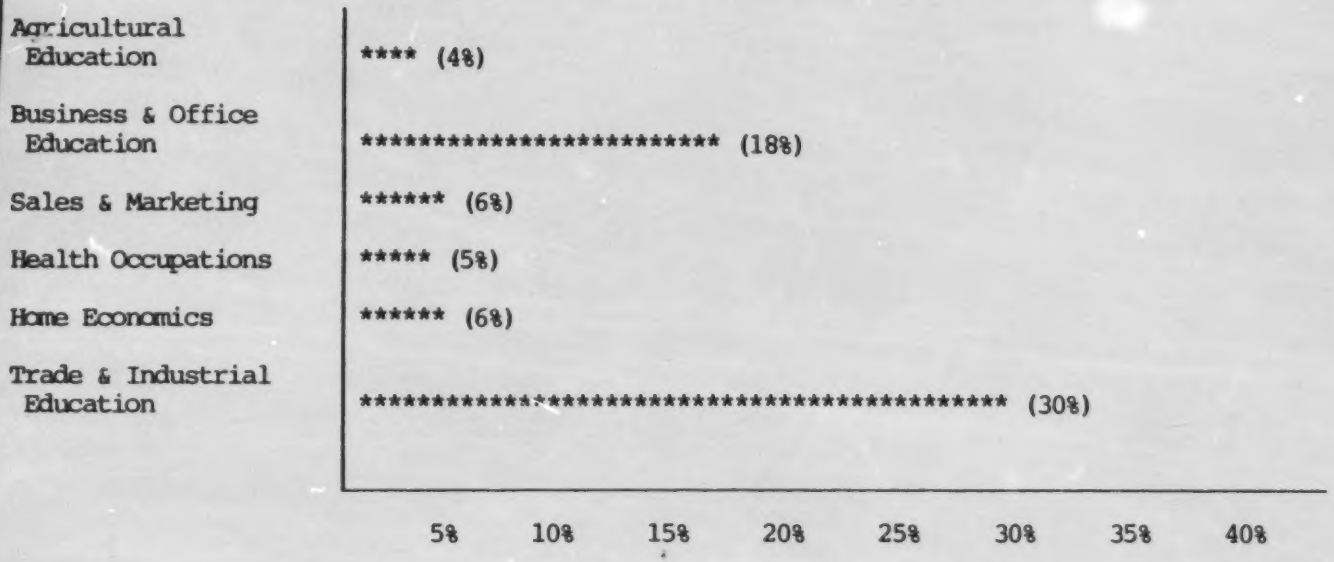
Note: Numbers are rounded to the nearest percent.

53

Figure 3

Projected Percentage of LESA Students Interviewed

That Would Enroll in Bilingual Vocational Education By Technical Area



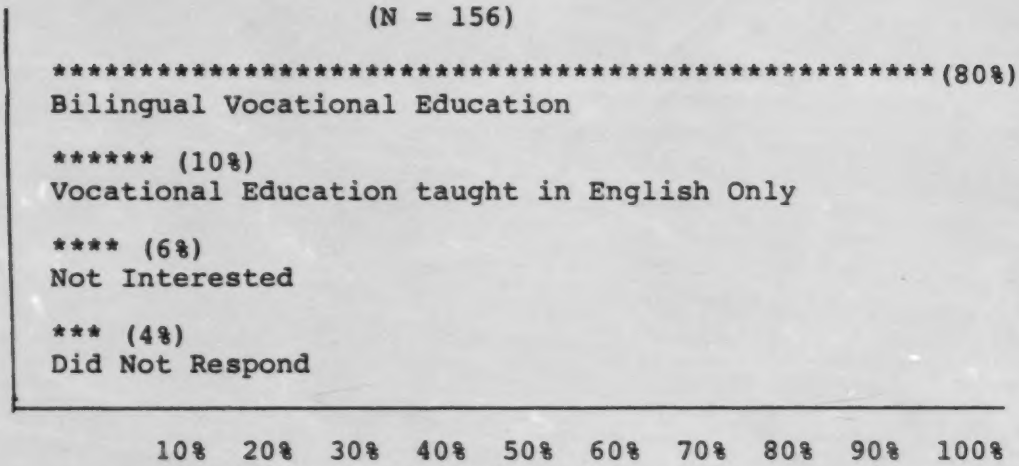
Note: Numbers are rounded to the nearest percent.

Figure 4

Parents' Interest in

Bilingual Vocational Education

(N = 156)



Note: Numbers are rounded to the nearest percent.

Table 10

Percentage of LESA Students (By Gender)

Enrolled in the 34 Vocational Education Programs

Ethnic Groups	Percentage of Male LESA Students Enrolled	Percentage of Female LESA Students Enrolled	Total Enrollment* Per Ethnic Grouping
Arab/Chaldean	34%	10%	44%
Hispanic	21%	26%	47%
Indochinese	7%	2%	9%

*Total enrollment: 388 LESA Students

Note: Numbers are rounded to the nearest percent.

Table 11

Indications of Need for Bilingual Support Services

	Bilingual Directors (N = 42)	Vocational Directors (N = 35)	Teachers/ Counselors Bilingual Programs (N = 139)	Teachers/ Counselors Vocational Programs (N = 66)
a. Information about bilingual vocational education	80%	85%	70%	76%
b. Bilingual vocational teaching methodology	80%	83%	72%	76%
c. Information about bilingual vocational instructional materials	78%	82%	75%	82%
d. Assistance in developing a program	81%	85%	72%	77%
e. Assistance in developing a curriculum	81%	87%	72%	68%
f. Techniques for vocational counseling of the limited English speaker	83%	90%	74%	76%
g. Techniques for student/ parent communication with school personnel	81%	89%	75%	79%
h. Information and resource exchange with local ethnic community	68%	76%	68%	64%
i. Information about bilingual teacher preparation and certification	61%	68%	66%	45%
j. Information about bilingual vocational teacher preparation	73%	79%	67%	53%
k. Awareness of cultural differences	64%	70%	67%	72%
l. Other: _____	___	___	___	___

Note: Numbers are rounded to the nearest percent.
Percentages do not necessarily add to 100 because respondents could report in more than one category.

Table 12

Barriers to Student Enrollment in Vocational Education

REASONS FOR NOT ENROLLING IN VOCATIONAL EDUCATION:	ARABIC	LAOTIAN	SPANISH	VIETNAMESE
I have never heard of vocational Education.	0	20%	12%	40%
I don't know enough English to understand the teacher's instructions and/or lectures.	0	60%	0	33%
My teacher or counselor advised me not to take it.	6%	0	3%	0
I want to go to a college or University.	3%	23%	8%	27%
I am not interested in vocational education.	0	13%	2%	10%
My parents do not want me to take vocational education.	0	3%	0	0
Vocational facilities are too far away.	0	20%	2%	3%
I do not have transportation.	0	43%	3%	13%
The courses which I wanted to take are not offered.	0	20%	3%	0
The classes were filled.	0	0	0	0
I was in it before and didn't like it.	0	0	2%	0
Vocational courses are not offered in my grade.	0	33%	10%	0
I am having child care problems.	0	17%	0	0
Other reason(s).	0	13%	7%	10%

Note: Numbers are rounded to the nearest percent.
Percentages do not recessarily add to 100 because respondents could report in more than one category.

Table 13

Barriers to Parent Enrollment in Vocational Education

REASONS FOR NOT ENROLLING IN VOCATIONAL EDUCATION:	ARABIC	LAOTIAN	SPANISH	VIETNAMESE
I don't know of any to take.	17%	59%	32%	53%
None of the teachers speak my home language.	14%	61%	16%	43%
I want to go to a college or university.	20%	10%	6%	0
I am not interested in vocational education.	11%	5%	8%	0
The courses cost too much.	9%	7%	16%	3%
I need to work full-time.	54%	17%	36%	20%
The courses are not offered at a convenient time.	9%	2%	6%	3%
Vocational facilities are too far away.	0	7%	6%	10%
I don't have transportation.	9%	37%	8%	10%
The courses I want are not offered.	6%	17%	2%	3%
The classes were filled.	0	5%	4%	3%
I was in it before and didn't like it.	0	0	0	0
I am having child care problems.	11%	22%	10%	13%
Other reason(s).	23%	15%	22%	3%

Note: Numbers are rounded to the nearest percent.
Percentages do not necessarily add to 100 because respondents could report in more than one category

Table 14

LESA Student Enrollment in the 34 Vocational Programs Sampled

Ethnic Groups	Students	Agriculture	Business Office	Consumer & Homemaking	Distributive Education	Health	Technical Education	Trade & Industrial
Arab/ Chaldean	M	0%	0%	2%	18%	6%	62%	12%
	F	5%	24%	21%	29%	17%	2%	2%
Hispanic	M	0%	9%	5%	11%	8%	49%	18%
	F	0%	40%	26%	8%	4%	22%	0%
Indo-Chinese	M	0%	11%	11%	18%	0%	32%	28%
	F	0%	22%	0%	45%	11%	22%	0%

Note: Numbers are rounded to the nearest percent.
The total enrollment is 388 LESA students.

Table 15

Number of Bilingual Persons Employed

in the 34 Programs Sampled

Ethnic Groups	Administrators	Academic Teachers	Vocational Teachers	Counselors	Paraprofessionals	Total Staff
Arabic/ Chaldean	0	3	1	0	5	9
Hispanic	0	18	0	6	13	37
Laotian/ H'mong	0	0	0	0	0	0
Vietnamese/ Chinese	0	0	0	0	0	0

Note: The total enrollment is 388 LESA students (172 Arabic, 179 Hispanic, and 37 Indochinese).

Table 16

Ethnic Representation in Vocational Advisory Committees Within the 34 Vocational Programs Sampled

	Administrators	Parents	Students	Teachers	Other Persons in the community
Arab/Chaldean	0	0	2	1	1
Asian/Pacific Islanders	1	1	0	0	0
Cambodian	0	0	0	0	0
Hispanic	2	6	0	2	0
Laotian/H'mong	0	0	0	0	0
Vietnamese/Chinese	0	1	0	0	0
Black	8	15	7	17	15
White	104	89	21	69	52

Table 17

Reasons Given By Bilingual Education Teachers and Counselors for LESA Students Dropping-Out (N = 139)*

Reason For Dropping-Out	Percentage of Respondents
Employment	19%
Moving	28%
Marriage	16%
Academic Difficulty	27%
Illness	4%
Child Care	10%
Other Reasons	14%

*(97 Teachers and 42 Counselors)

Table 18

Reasons Given By Vocational Education Teachers and Counselors for LESA Students Dropping-Out (N = 66)*

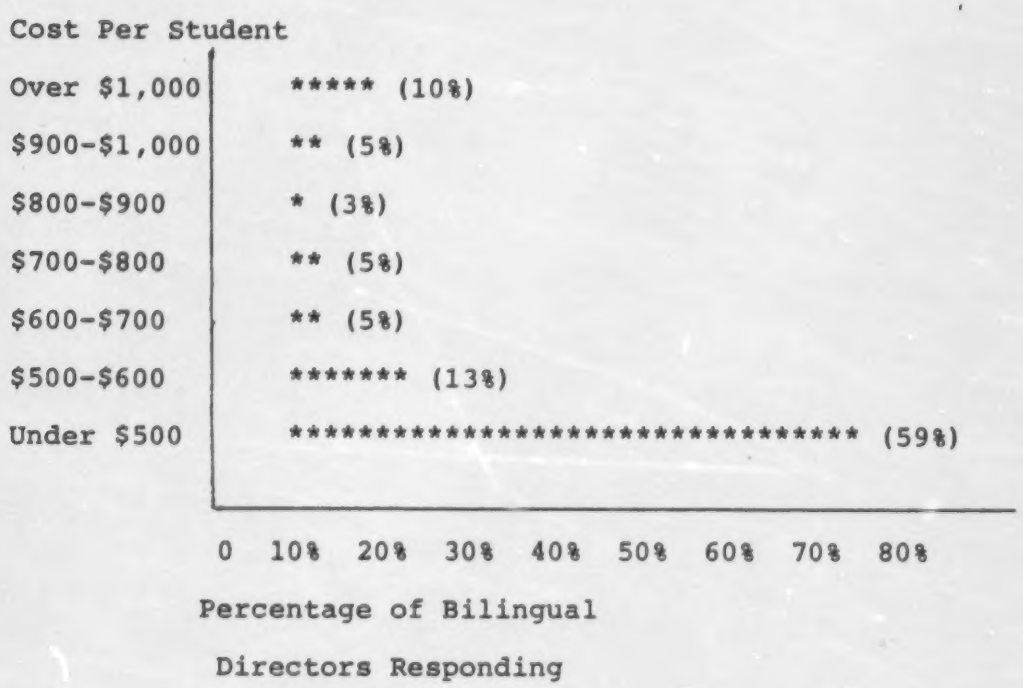
Reason For Dropping-Out	Percentage of Respondents
Employment	18%
Moving	12%
Marriage	8%
Academic Difficulty	14%
Child Care	5%
Other Reasons	9%

*(55 Teachers and 11 Counselors)

Figure 5-A

Approximate Cost Per Student in the

Bilingual Education Programs Surveyed

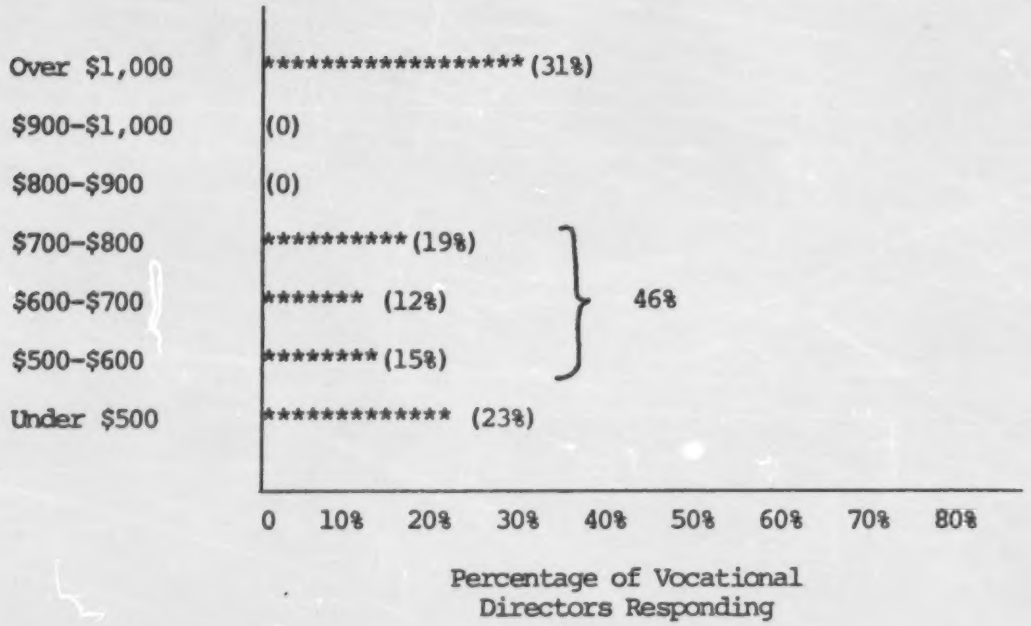


Note: Numbers are rounded to the nearest percent.

Figure 5.B

Approximate Cost Per Student in the

Vocational Education Programs Surveyed



Note: Numbers are rounded to the nearest percent.

Table 19

Major Vocational Education Programs Offered at the Secondary Level in Michigan, With Estimated Annual Job Openings to 1985

Rank	Program Code	Program Name	Estimated Range of Annual Job Openings
1	04.0200	Apparel & Accessories	Over 10,000
	04.0800	General Merchandise	
	04.1905	Warehousing	
2	14.0703	Stenographers	Over 10,000
	14.0797	Medical Secretary	
	14.0798	Legal Secretary	
3	07.0908	Food Service Supervisor	6,000 - 10,000
	09.0203	Food Management	
4	07.0302	Practical Nursing	
	07.0303	Nursing Aide	
	07.9802	Health Occupations Cluster	
	07.0202	Histology	
	07.0305	Surgical Technician	
5	14.0101	Accounting & Computing	6,000 - 10,000
	14.0102	Bookkeepers	
	14.0104	Machine Operators	
	14.0105	Tellers	
	14.0504	Stock and Inventory Clerks	

Table 19 (Cont.)

Rank	Program Code	Program Name	Estimated Range of Annual Job Openings
6	14.0303	General Office Clerk	2,000 - 6,000
	14.0901	Clerk Typist	
	14.9700	Clerical Lab	
	14.9800	Steno/Clerical Lab	
7	01.0100	Agricultural Production	2,000 - 6,000
8	01.0300	Agriculture Mechanics	1,000 - 2,000
	01.0301	Agricultural Power and Machinery	
	17.1200	Diesel Mechanic	
	17.1003	Heavy Equipment	
	17.2306	Welding and Cutting	
10	17.0302	Auto Mechanics	1,000 - 2,000
	17.0303	Auto Specialization	
11	09.0201	Child Care and Guidance	1,000 - 2,000
12	17.1000	Building Trades - In-School	1,000 - 2,000
	17.1001	Carpentry	
	17.1098	Building Trades - On-Site	
13	07.0904	Medical Office Assistant	1,000 - 2,000
	07.9801	Ward Clerk/Ward Secretary	
14	17.1002	Electricity	1,000 - 2,000
	17.1400	Electrical Occupations	
	17.1401	Industrial Electrician	

Table 19 (Cont.)

Rank	Program Code	Program Name	Estimated Range of Annual Job Openings
15	17.2302	Machine Shop	1,000 - 2,000
	17.2307	Tool and Die Making	
16	17.1007	Plumbing and Pipefitting	1,000 - 2,000
17	01.0500	Ornamental Horticulture	1,000 - 2,000
	01.0502	Floriculture	
	01.0503	Greenhouse Operation and Mgmt.	
	01.0504	Landscaping	
18	17.2602	Cosmetology	1,000 - 2,000
19	17.1300	Drafting Occupations	
	17.1398	Architectural Drawing	
20	17.1005	Painting and Decorating	Under 1,000

NOTE: This is a partial listing containing only the top twenty occupational areas.

In reference to Table 20, following black and white groups, the population with the most data available are the Hispanics. There are no employment statistics available which contain breakdowns according to all the selected minority groups for this study.

TABLE 20

OCCUPATION	MICHIGAN OUTLOOK			NATIONAL OUTLOOK			PERCENT OF SPANISH EMPLOYED	NUMBER OF OPENINGS ANNUALLY		MICHIGAN NON-TRADITIONAL POPULATIONS EMPLOYED
	FAST GROWTH	AVERAGE GROWTH	SLOW GROWTH	FAST GROWTH	AVERAGE GROWTH	SLOW GROWTH		MICHIGAN	NATIONAL	
1(a) Clothing Maker			X			X	2% Spanish	170	6,930	6% Male
1(b) Interior Designer		X			X		1% Spanish	180	3,600	approximately 50% each of Male/Female
1(c) Retail Sales Clerk			X	X			less than 1% Spanish	5,590	63,910	30% Male
1(d) Retail Sales Agent	X			X			less than 1% Spanish	850	35,500	16% Female
1(e) Retail Sales Manager	X			X			less than 1% Spanish	660	26,850	17.8% Female
2(a) Secretary	X			X			Not Available	10,590	306,150	2.3% Male
2(b) Stenographer			X			X	.5% Spanish	90	1,060	5.2% Male
3(a) Food Service Manager		not available				X	less than 1% Spanish	1,020	29,160	31.5% Female

Table 20 (Cont.)

OCCUPATION	MICHIGAN OUTLOOK			NATIONAL OUTLOOK			PERCENT OF SPANISH EMPLOYED	NUMBER OF OPENINGS ANNUALLY		MICHIGAN NON-TRADITIONAL POPULATIONS EMPLOYED
	FAST GROWTH	AVERAGE GROWTH	SLOW GROWTH	FAST GROWTH	AVERAGE GROWTH	SLOW GROWTH		MICHIGAN	NATIONAL	
4(a) Nurse Aide/ Orderly	X			X			1% Spanish	3,700	94,000	12.5% Male
4(b) Licensed Practical Nurse	X			X			less than 1% Spanish	2,330	60,000	7.7% Male
4(c) Clinical Technologist	X			X			2% Spanish	500	14,800	74% Female
4(d) Surgical Technologist	X			X			2% Spanish	80	2,600	62% Female
5(a) Office Machine Operator			X			X	less than 1% Spanish	90	2,700	31.5% Male
5(b) Stock Clerk			X		not available		1% Spanish	850	23,00	16.5% Female
5(c) Bank Teller		not available		X			less than 1% Spanish	1,120	17,000	8.4% Male
5(d) Bookkeeper		X				X	1% Spanish	3,710	96,000	18.3% Male

Table 20 (Cont.)

OCCUPATION	MICHIGAN OUTLOOK			NATIONAL OUTLOOK			PERCENT OF SPANISH EMPLOYED	NUMBER OF OPENINGS ANNUALLY		MICHIGAN NON-TRADITIONAL POPULATIONS EMPLOYED
	FAST GROWTH	AVERAGE GROWTH	SLOW GROWTH	FAST GROWTH	AVERAGE GROWTH	SLOW GROWTH		MICHIGAN	NATIONAL	
5(e) Accountant	X			X			not available	1,710	61,000	not available
6(a) File Clerk		X			X		not available	590	16,500	not available
6(b) Typist	X				X		less than 1% Spanish	2,420	59,000	5.8% Male
7(a) Farm Worker			X		X		5.2% Spanish	200	21,600	15.7% Female
7(b) Farmer/Farm Manager			X		Farm Mgrs.	Farmer	less than 1% Spanish	3,000	80,000	6.1% Female
8(a) Farm Implement Repairer	X				X		less than 1% Spanish	160	3,500	1% Female
8(b) Heavy Equipment Mechanic		X		X			1% Spanish	740	13,180	2% Female
9(a) Welder		X		X			not available	1,710	35,000	not available
10(a) Auto Accessories Installer			X			X	6.2% Spanish	10	30	11.4% Female

Table 20 (Cont.)

OCCUPATION	MICHIGAN OUTLOOK			NATIONAL OUTLOOK			PERCENT OF SPANISH EMPLOYED	NUMBER OF OPENINGS ANNUALLY		MICHIGAN NON-TRADITIONAL POPULATIONS EMPLOYED
	FAST GROWTH	AVERAGE GROWTH	SLOW GROWTH	FAST GROWTH	AVERAGE GROWTH	SLOW GROWTH		MICHIGAN	NATIONAL	
10(b) Auto Mechanic			X		X		1% Spanish	1,350	37,000	2% Female
11(a) Child Care Worker	X			X			less than 1% Spanish	1,590	38,760	8% Male
12(a) Carpenter	X					X	less than 1% Spanish	1,970	58,000	1.5% Female
12(b) Construction Laborer		X				X	2.5% Spanish	870	49,000	1.6% Female
13(a) Ward Clerk		X			not available		not avail.	not avail.	not avail.	12% Male (Detroit)
13(b) Statistician		X		X			not avail.	30	1,500	28.4% Female
13(c) Medical Record Technician	X				not avail.		not avail	50	1,160	11% Male
14(a) Electrician	X				not avail.		4.2%* Black & Spanish	1,290	28,400	1% Female

TABLE 20 (Cont.)

OCCUPATION	MICHIGAN OUTLOOK			NATIONAL OUTLOOK			PERCENT OF SPANISH EMPLOYED	NUMBER OF OPENINGS ANNUALLY		MICHIGAN NON-TRADITIONAL POPULATIONS EMPLOYED
	FAST GROWTH	AVERAGE GROWTH	SLOW GROWTH	FAST GROWTH	AVERAGE GROWTH	SLOW GROWTH		MICHIGAN	NATIONAL	
14(b) Electrical and Electronics Tech		X		X			6% Black & Spanish	90	7,380	4.6% Female
15(a) Tool and Die Maker		not available		X			1% Spanish	1,445	10,400	1% Female
15(b) Machinist		X			not available		5% Black & Spanish	720	21,000	3% Female
16(a) Plumber and Pipe Fitter	X				X		4.2% Black & Spanish	1,200	20,000	1.2% Female
17(a) Groundskeeper		X				X	1.3% Spanish	1,110	45,880	2.8% Female
17(b) Landscape Architect	X			X			not avail.	not avail.	1,100	not available
17(c) Ornamental Horticulturist		X			X		not avail.	not avail.	not avail.	not available

TABLE 20 (Cont.)

OCCUPATION	MICHIGAN OUTLOOK			NATIONAL OUTLOOK			PERCENT OF SPANISH EMPLOYED	NUMBER OF OPENINGS ANNUALLY		MICHIGAN NON-TRADITIONAL POPULATIONS EMPLOYED
	FAST GROWTH	AVERAGE GROWTH	SLOW GROWTH	FAST GROWTH	AVERAGE GROWTH	SLOW GROWTH		MICHIGAN	NATIONAL	
18(a) Cosmetologist			X		X		1% Spanish	1,020	28,500	8% Male
19(a) Drafter		X			X		1.3% Spanish	950	11,000	4% Female
20(a) Construction Painter		not available			not available		not available	820	not available	not available

TABLE 21

Projected Yearly Job Openings for the Top Five Occupations

Through 1985 in Nine Selected Regions of Michigan

REGION	OCCUPATION	PROJECTED YEARLY JOB OPENINGS	NUMBER CURRENTLY EMPLOYED
Metro Detroit	Secretary	4,980	66,450
	Retail Sales Clerk	2,640	48,300
	Bookkeeper	1,800	32,400
	Nurse Aide/Orderly	1,770	20,925
	Typist	1,410	25,950
Grand Rapids	Secretary	800	9,350
	Retail Sales Clerk	620	8,500
	Farmer/Farm Manager	410	5,825
	Nurse Aide/Orderly	360	3,625
	Bookkeeper	300	4,675
Saginaw	Farmer/Farm Manager	640	9,100
	Secretary	590	7,650
	Retail Sales Clerk	460	6,975
	Bookkeeper	260	4,500
	Nurse Aide/Orderly	250	3,225
Flint	Secretary	420	5,750
	Retail Sales Clerk	340	5,325
	Tool and Die Maker	200	4,450
	Nurse Aide/Orderly	190	2,575
	Bookkeeper	190	3,250
Kalamazoo	Secretary	570	7,500
	Retail Sales Clerk	310	4,475
	Farmer/Farm Manager	260	3,675
	Nurse Aide/Orderly	240	2,775
	Licensed Practical Nurse	200	2,075
Lansing	Secretary	900	9,050
	Bookkeeper	380	3,950
	Retail Sales Clerk	360	4,725
	Typist	290	3,750
	Farmer/Farm Manager	270	3,875

TABLE 21 (Cont.)

Benton Harbor	Secretary	240	3,300
	Farmer/Farm Manager	220	3,125
	Retail Sales Clerk	110	2,225
	Nurse Aide/Orderly	100	1,000
	Bookkeeper	70	1,400
Jackson	Secretary	220	2,950
	Farmer/Farm Manager	210	2,975
	Retail Sales Clerk	150	2,350
	Nurse Aide/Orderly	100	1,200
	Bookkeeper	100	1,800
Muskegon	Secretary	210	2,900
	Farmer/Farm Manager	190	2,650
	Retail Sales Clerk	160	2,325
	Nurse Aide/Orderly	120	1,250
	Bookkeeper	90	1,675

RESULTS OF THE STUDY

Questionnaire Administration to Directors and Staff

Questionnaire packets were sent to the directors of all identified bilingual education programs (75) within the State of Michigan and to the directors of vocational education programs (57) located within the same districts. Each packet included a questionnaire for the program director and additional questionnaires that the director was asked to distribute to teachers and counselors within the program (samples of each questionnaire are included in Appendices C, D, and E).

Table 1 shows the number of respondents in each of the final questionnaires. The participation of the bilingual and vocational faculty was solicited by the program directors. A total of 205 individuals (96 teachers and 42 counselors from bilingual education programs, and 55 teachers and 11 counselors from vocational education programs) completed their survey instruments. Although 56 directors of bilingual education programs responded, only 41 of these completed the appropriate questionnaire. Five others filled out the questionnaire designed for teachers and

counselors, four declined to participate because they operate an English as a second language program, and six others could not participate because there were no LESA students identified in their school/districts. Similarly, 42 directors of vocational education programs responded to our mailing, but only 34 completed the appropriate questionnaire. Two directors did not have time to complete the survey instrument, two others notified us that their program had no LESA students enrolled, and four directors mistakenly completed a questionnaire designed for the use of teachers and counselors.

Thus, only 25% of the directors of bilingual and vocational education programs who had been asked to take part in the study were not heard from. Furthermore, the analytic sample included respondents from identified regions in the state with the highest enrollment of Arab/Chaldean (Dearborn, Detroit), Hispanic (Detroit, Lansing, Grand Rapids, Pontiac, Flint, Bay City), and Indochinese students (Lansing, Grand Rapids, Holland, Flint, Detroit, Washtenaw County). There is good reason to believe, therefore, that the final sample is substantially representative of the bilingual and vocational education programs servicing the selected populations for this study.

Interviews with Students and Parents

At about the same time, interviews were conducted in selected communities with students from grades nine through community college who represented Arabic/Chaldean, Indochinese, and Spanish language groups. Parents of students in these groups were also interviewed (sample interview forms are included in Appendices H & I). The intent of the study was to interview 30 parents and 30 students from the Arabic/Chaldean, Laotian/H'mong, and Vietnamese language groups and 50 parents and 50 students from the Spanish language group, since the Hispanic population constitutes the largest of all the LESA populations in Michigan. During the interview sessions, there were spontaneous requests from a number of bilingual parents and students to participate in the study because they had heard about it from friends. Consequently, a total of 156 parents and 155 students were interviewed. Table 2 shows the distribution of these participants by language group.

Students Characteristics

Age and Sex: About 50 percent of all the students sampled are female (Table 3 shows a more detailed percentage distribution of the students sampled by sex and home language). Students enrolled in secondary programs (between 14 and 20 years of age) constitute 66 percent of the interviews sample. The rest of the students are between 21 and 38 years old and enrolled in post-secondary programs. (See Tables 4 and 5.)

Place of Residence: The vast majority (79 percent) of the students live in cities, 13 percent are from small towns, 5 percent are from rural communities, and a small fraction (3 percent) are suburbans.

Student Self-Assessment: In one of the interview categories, students were asked to assess their level of English proficiency, and performance in Math, Social Studies and Sciences. The results provide evidence that of all the students sampled, the Laotian/H'mong students seem to have the most severe problems both linguistically and academically.

English Proficiency: The majority (65%) of the Arab/Chaldean students think that they use the English language "fairly well". Another 24% felt that they use English "very well".

Many more Hispanic students (77%) think they use English "very well" than "fairly well" (21%).

Of those who responded, the majority (60%) of the Laotian/H'mong students think that they use English "not well" or "not at all".

Nearly 67% of the Vietnamese students think they use English "fairly well" and another 27% think they use English "not well".

The students' response regarding their English proficiency appears to correspond with their parents' opinions (Table 6). It is important to note that, while it is relatively easy for some of the new immigrants to admit to an English deficiency, it might be culturally inappropriate for other ethnic groups surveyed to reveal any self-deficiency.

Math, Social Studies, Sciences: The problems of students sampled are not necessarily just linguistic. Our data show that some groups report that they have no language problem but considerable academic problems, while other groups report that they do have linguistic problems but no serious academic difficulty (see Tables 7A - C).

Need for Career Counseling: Most of the students interviewed seemed to have inadequate access to career counseling. This is reflected by their strong interest

in receiving more information in the following areas:

a. How to plan a career (89%)
b. Information about vocational education (75%)
c. Information about special kinds of training (74%)
d. Training required for a particular job (74%)
e. Information about different jobs (72%)
f. Information about vocational education programs taught by teachers who speak their home language and English (70%)

The need for career counseling is further indicated by the fact that many more students report that they rely on their parents and guardians (77%) for career guidance and information than on school teachers (61%) or counselors (55%).

Assessment of the Value of Employment Resources: Seven out of every ten students interviewed felt that vocational education is useful in helping people find jobs. And, although as noted above 77% of the students indicated that they rely on their parents or guardians for career guidance and information, the same percentage of students indicated that a career/job counseling service is a useful employment resource. Finally, 64% indicated that a job placement service is a useful resource.

Parents Characteristics

Age and Sex: Of all the parents interviewed, nearly half (49%) are forty years old or older and 53% are male.

Place of Residence: A large majority (73%) of the parents interviewed live in the cities, 12% live in suburbs, 8% are from small towns and 6% are from rural communities.

Educational Background: Almost 20% of all the parents sampled have a sixth grade education or less. Only 16% are high school graduates, another 14% have some community college or technical school experience, and a small proportion (3%) are college graduates.

English Proficiency: Parents were asked to assess their English proficiency. Based on the responses there are more Arab/Chaldean parents (40%) who are very proficient in English than Hispanic (32%) or Indochinese (2% Laotian/H'mong, 3% Vietnamese). As might be expected, there are far more Indochinese parents (68%) Laotian/H'mong, 57% Vietnamese) who do poorly in English or do not know English at all than Arab/Chaldean parents (17%) or Hispanic parents (26%).

Employment Status: At the time of the interviews nearly 50% of the Arab/Chaldean parents and more than half of the Hispanic parents were employed full-time. Among the groups sampled, the Laotian/H'mong parents seemed to have the most difficulty in getting jobs (69%) were unemployed). (See Table 8 for more details).

Need for Career Counseling: According to their responses, the parents wanted very much to have access to career counseling. While a great many expressed an interest in receiving more information related to career planning (77%) and job training and employment information (75%), an overwhelming majority wanted to know more about:

- Information about vocational education programs taught by teachers who speak their home language and English (85%)
- Information about vocational education (83%)

Assessment of the Value of Employment Resources: The parent responses clearly state their strong needs for employment resources. More than eight out of every ten parents felt that a vocational education program is helpful for people to find jobs and 74% of the same parents agreed that a career/job counseling service is a useful employment resource. About 65% felt that job placement service is a useful resource.

The findings from the interviews with parents, students and surveys are presented here along with the corresponding project objectives stated in the focus of the study.

Determining the Use of the Native Language in the Home by Students and Parents

Student and Parent Interview Results

As shown in Table 9, all the 156 parents and 155 students interviewed reported that they rely on their native language for communication within the home. Cross-sectional analysis revealed that among the first generation culture groups the native language is used predominantly in the home, whereas the second and third generation culture groups relied on two languages for communications in the home.

The majority of Arab/Chaldean parents and students speak Arabic at home "always" or "most of the time". All the Laotian/H'mong students and the parents interviewed said that they always or almost always speak their native language at home. Ninety percent of the Vietnamese always or almost always speak Vietnamese at home. (The others are Vietnamese/ethnic Chinese and speak Chinese.) There is a significant difference, however, between the number of Hispanic parents (42%) that speak their native language most of the time at home and the number of students (25%) speaking Spanish

most of the time at home. The observed differences among the surveyed ethnic groups relying on their native language at home seems to be directly related to their length of residence in the U.S.

Determining the Vocational/Career Interest of the Students and their Parents

To determine the ethnically-based trends of career/vocational choices we asked the students and their parents to list the vocational training area that interests them most.

Student Interview Results

An analysis of the student responses by ethnic grouping (displayed in Figures 2(A - D) shows a pattern of differences.

a. A preference for Business and Office Education: Arab/Chaldean students indicated a strong interest in Business and Office Education (30%). Next in order of preference were: Trade and Industrial (18%), Home Economics (12%), Sales and Marketing (6%), Health Occupations (3%) and Agricultural Education (3%).

Hispanic students showed a stronger interest in Business and Office Education (23%) and Trade and Industrial Education (20%) than in other vocational cluster areas.

b. An interest in High Technology Among Other Ethnic Groups: Half of the Laotian/H'mong students indicated that they would enroll in Trade and Industrial Education. Only seven percent showed an interest in Agricultural Education or Business and Office Education.

Similarly Trade and Industrial Education was preferred by nearly half of the Vietnamese students over health education (13%) or any of the other vocational cluster areas.

Parent Interview Results

When asked which vocational area interested them most, many parents said "any kind that would get me a job". This seems to indicate that in the future there is a need to further research the adult LESA persons' needs for vocational education. In general, most parents also indicated a lack of awareness of vocational education opportunities. When probed, however, some parents indicated clear preferences in certain vocational areas. Like the students, the parents who responded showed a preference for Trade and Industrial and Business and Office Education. Other areas of interest in order of preference are: Home Economics, Health Occupation, and Sales and Marketing. Some parents also indicated a need to learn English and Spanish.

Determining Student and Parent Interest in Vocational Education Programs that Incorporate Their Home Language

Student Interview Results

Interview results show that the students' interest in bilingual vocational education is as strong as their parents'. Seven out of ten students interviewed, indicated a desire for more information about bilingual vocational education. A large majority of students (70%) indicated that they would enroll in vocational education if the teachers spoke both their home language and English. Figure 3 shows the students' enrollment interests by vocational cluster areas. Overall, Trade and Industrial Education was elected by one third of the students (30%). Another 18% said that they would enroll in bilingual Business and Office Education. The remaining students surveyed showed interest in Home Economics (6%), Sales and Marketing (6%), Health Occupations (5%), and Agricultural Education (4%).

Parent Interview Results

An overwhelming majority of the parents (90%) were interested in job-related training or additional training. More specifically, the parents interviewed, showed more

interest in bilingual vocational education than in traditional vocational education programs (see Figure 4). This interest in vocational education taught bilingually is further expressed in responses to other questions of the survey. For instance, 85% of the parents said that they would be interested in receiving more information about vocational education programs taught by teachers who speak both English and their home language. Furthermore, 80% of the parents indicated that they would prefer to enroll their children in a bilingual (rather than English-only) vocational education program.

Determining the Enrollment of LESA Students in Vocational Education Programs

Questionnaire Results

The responses from directors of vocational programs show that only a small number of LESA students are enrolled in vocational education. Table 10 summarizes the student enrollment reported by the 34 vocational education program directors who completed the survey. Within the districts of the 34 vocational programs sampled, a total of 2,800 students from grades 9 through 12 were identified as LESA; that is, eligible for bilingual education (according to the Michigan State Department of Education). Of these 2,800 students, vocational directors reported only 388 enrolled in vocational education (14%). Enrollment is proportionally highest among Hispanic students (47%). The next highest enrollment is among Arab/Chaldean students (44%), and the lowest enrollment is among the Indochinese students (9%).

Parent Interview Results

Although nine in ten parents interviewed said that they wanted job-related training only a small percentage of these parents are currently enrolled in vocational programs (3% of the Arab/Chaldean parents, 4% of the Hispanic parents, 13% of the Vietnamese parents, and 20% of the Laotian/H'mong parents). It is important to note that the Laotian/H'mong and Vietnamese parents are enrolled in preparatory English-as-a-Second-Language Programs (leading to their eventual enrollment in vocational education). And, although their goal is to enroll in vocational programs many do not yet have the English proficiency to actually take any vocational course.

Determining the Barriers to LESA Populations Enrollment in Vocational Education Programs

Questionnaire Results

In the perception of the administrators and staff surveyed, many more LESA students would be able to gain access to vocational education if their home language were used as a medium of instruction in vocational courses. More than half of the bilingual directors (51%), and more than one in three vocational directors (31%) and staff (31%) surveyed, indicated that they know of LESA students who would enroll in bilingual vocational education if it were available.

Another primary factor limiting the enrollment of LESA students in vocational education may be the lack of resources available for bilingual support services in bilingual education programs and particularly in vocational education programs. The need for these resources as expressed by directors and staff is presented in Table 11. The services for which the respondents showed the greatest need are: information about bilingual vocational instructional materials; techniques for vocational counseling of the limited English speaker; bilingual vocational teaching methodology; techniques

for student/parent communication with school personnel; and assistance in developing a bilingual vocational program.

Vocational directors consistently indicated a very strong need for all of the eleven types of bilingual vocational support services quoted in our survey. Proportionately, the administrators of bilingual and vocational programs seemed to have a stronger need for specific bilingual vocational support services than the teachers and counselors surveyed. For instance, although as many as 90% of the vocational directors and 83% of the bilingual directors felt a need to know more about "Techniques for Vocational Counseling of LESA" a lesser number of bilingual staff (74%) and vocational staff (76%) expressed the same need. Similarly, a greater number of administrators (80% of the vocational directors and 81% of the bilingual directors) indicated the need for "Assistance in developing a curriculum (for LESA learners)" than the bilingual staff (72%) or the vocational staff (68%) surveyed.

Additional responses to the question of needed support services are:

Bilingual personnel (9 responses)
Financial assistance (4 responses)

Awareness of students' culture(s) and problems (2 responses)

Intensive training for classroom teachers (2 responses)

Pre-vocational testing or interest sampling (1 response)

Back-up from social service agencies (1 response)

Summer session for remedial work (1 response)

More opportunity for contact with bilingual co-ordinators (1 response)

Testing methodology (1 response)

Student Interview Results

The Arab/Chaldean students interviewed did not seem to have any outstanding reasons for not enrolling in vocational education. As shown in Table 12, these students identified only two barriers out of a list of fourteen. Only a very small percentage of these students (6%) reported that they were advised by their counselors not to take vocational courses. About 12% of the Hispanic students identified a lack of awareness of vocational education as their most significant reason for not enrolling in vocational education. Another 8% indicated a preference for a college education, while others (5%) cannot gain access to vocational education for lack of support services. Finally, a small percentage of Hispanic students (2%) indicated dissatisfaction with past experience in vocational education as one of the reasons

for not enrolling in vocational courses. The majority of Indochinese students (80% Laotian/H'mong and 73% Vietnamese) cannot enroll in vocational education due to their inability to speak English and lack of awareness of vocational education opportunities. Lack of support services also stand in their way to enrolling in vocational programs. Unlike their Arab/Chaldean and Hispanic peers many Indochinese students (23% Laotian/H'mong, 27% Vietnamese) show higher interest in a college education than in a technical/vocational education. Finally, our data show that the Laotian/H'mong students seem to be more severely handicapped by lack of transportation than any of the other groups of students interviewed (Table 12).

Parent Interview Results

The factors limiting parents' participation in vocational education are multiple. Table 13 lists some of the reported barriers to enrolling in vocational education. Given their strong interest in vocational education (see Parents Characteristics), it is reasonable to assume that many more parents could be expected to enroll if these barriers were diminished. The most often quoted barriers are: (1) full-time employment, (2) language limitations, and (3) lack of

awareness about vocational education. Survey results seem to indicate that second and third generation cultures are too busy working to have time to seek vocational or job training, and the first culture adults do not know enough English to receive vocational instruction.

Arab/Chaldean parents (54%) reported full-time employment as their most significant barrier to enrolling in vocational education. More Hispanic parents (32%) would enroll in vocational education but "they do not know of any to take." Full-time employment is another reason that keeps many Hispanic parents (36%) from job-related training. Consistent with earlier disclosure regarding their limitations in English, Indochinese parents (61% Laotian/H'mong and 43% Vietnamese) frequently cited inadequate English proficiency and a lack of awareness about vocational education opportunities (59% Laotian/H'mong and 53% Vietnamese) as their primary obstacles. Other barriers confronting all parents interviewed are: unavailability of child care services, transportation problems and limited vocational program offerings. Overall, Laotian parents seem more needy for support services such as transportation (27%) and child care (22%) than the other parents interviewed.

Determining the Effect of Sex Role Stereotypes on Enrollment in Vocational Education

Questionnaire Results

Like their peers from other cultural backgrounds, the ethnic students surveyed are still influenced by cultural biases in selecting to enroll in vocational education. The majority of those that do enroll, seem to adhere to sex role stereotypes in their selection of technical areas. Table 14 shows the number of LESA students enrolled within the 34 responding vocational programs by ethnic group, gender, and vocational cluster area.

These enrollment figures by gender show that there are approximately one and one-half times more male than female LESA students enrolled in all the programs. Cross-sectional analysis further reveals that there are three times as many Arab/Chaldean and Indochinese males enrolled as females. In addition, those female LESA students who are enrolled in vocational education seem to be enrolled mainly in stereotypic female occupations. As illustrated in Table 14, there are more Arab/Chaldean and Indochinese females enrolled in Business and Office Education and Distributive Education than in technical

vocational areas. And, although there is a larger percentage of Hispanic females enrolled in vocational education compared to other ethnic groups, they are still enrolled in stereotypically female occupations. To illustrate, forty percent of all the Hispanic females enrolled in vocational programs are enrolled in Business and Office Education.

Determining the Availability of Bilingual Teaching and Counseling Staff

Questionnaire Results

Questionnaire responses indicate a severe shortage of Arab/Chaldean, Hispanic and Indochinese vocational teachers and counselors.

Table 15 summarizes the staffing patterns of the 34 vocational programs whose administrators responded to the survey. Proportionately, Hispanic are more strongly represented, with a total of 37 persons (18 teachers, 6 counselors, and 13 para-professionals) employed throughout the 34 programs sampled. To serve the 172 Arabic/Chaldean LESA students within 34 programs there are only a total of nine bilingual staff persons: one vocational teacher, 3 academic teachers and 5 para-professionals (of Arab/Chaldean background). And, although there are 37 Indochinese LESA students identified, there are no Indochinese teaching and counseling staff identified within the programs sampled.

Determining the Bilingual Student and Parent Impact on Vocational Programming

Questionnaire Results

There appears to be minimal involvement of minorities in vocational programming. In one question of the survey, vocational directors were asked to identify the number of ethnic representatives involved in their vocational advisory committees. As shown in Table 16, the ethnic persons identified included: two Arab/Chaldean students and one Arab/Chaldean teacher; two administrators, six parents and two teachers of Hispanic background; and one Vietnamese parent. The Laotian/H'mong populations were not represented at all.

This lack of ethnic involvement may be a result of any one or a combination, of the following: (a) lack of information distribution to linguistic minority communities by schools and districts authorities, (b) linguistic minority communities lack a basis for identification with schools, (c) English deficiency, and possibly (d) lack of support services (transportation, child care and so on).

Determining the Strong Points of Existing Bilingual Education and Vocational Educational Programs

Questionnaire Results

There were over twice as many bilingual teacher responses as vocational teacher responses. There were 109 bilingual teacher responses versus 43 vocational teacher responses. A significant number of bilingual teachers felt that the strength of their programs were in two areas: the first being that teachers and counselors work with the students in small groups while giving these students individualized attention, the second being a very qualified staff to work with the students. The first area was indicated by 45 teachers while the second was indicated by 13. The vocational teachers did not have these large significant groupings. Their largest was 9 teachers who felt that their strong point is a qualified staff.

The same seems to hold true for the counselors. There were almost 9 times as many responses from bilingual counselors as from vocational counselors. There were 27 bilingual counselor responses versus 3 vocational counselor responses. The largest number of responses

from bilingual counselors (6 responses) indicate that the availability of bilingual adjunct staff is most important for the success of their program. There was a total of three responses from the vocational counselors. One counselor felt that the strong point of the program is tutoring, one felt that it is staff commitment and one felt that it is the fact that counselors assist teachers who have limited English-speaking students to become more aware of their needs.

Bilingual Education Teacher Responses to What They Feel Were the Strong Points of Their Program:

Responses	Number of Teachers (in Bilingual Programs) Giving This Response
Individualized instructional approaches	45
Qualified Staff	13
Effective communication with parents	7
Effective linkage with other programs and/or staff	11

Responses	Number of Teachers (in Bilingual Programs) Giving This Response
Bilingual personnel (teachers, counselors, paraprofessionals) and bilingual student help	5
Instructional techniques	8
Support of the administration	2
Program design	2
Diversity (and content) of curriculum	6
Physical and instructional resources	3
Student follow-up procedures	5
Students attitudes	1
Serving monolingual students	1
Total number of responses	109

Bilingual Education Counselors Responses to What They Feel Were the Strong Points of Their Program:

Responses	Number of Counselors (in Bilingual Programs) Giving This Response
Bilingual adjunct staff	6
Qualified staff	3
Staff sensitivity to students needs	5
Communication with parents	4
Instructional approaches	4
Support services	3
Curriculum	2
Total number of responses	27

Vocational Education Teachers Responses to What They Feel Were the Strong Points of Their Program:

Responses	Number of Vocational Teachers Giving This Response
Qualified Staff	9
Bilingual Staff	3
Individualized services	8
Program Design	8
The teacher and para-professional working relationship	1
Adequate facility and teaching resources	3
Curriculum	3
Improvement of students understanding of shop activities	1
L.E.P.	1

Responses	Number of Vocational Teachers Giving This Response
We care	1
A staff assistant for special needs project	1
Coordinator of bilingual and vocational activities	1
Communication with parents	2
Follow-up	1
Total number of responses	43

Vocational Education Counselors Responses to What They Feel Were the Strong Points of Their Program:

Responses	Number of Vocational Counselors Giving This Response
Tutoring	1

Responses	Number of Vocational Counselors Giving This Response
Counselors assist teachers who have limited English-speaking students to become more aware of their needs	1
Staff commitment	1
Total number of responses	3

Determining the Reasons Why Limited English-Speaking Students Drop-Out

Questionnaire Results

Teachers and counselors of bilingual and vocational education programs were asked to identify the reasons for LESA students dropping-out during the 1980-81 academic year. More personnel from the bilingual programs (27% of teachers and counselors) identified "academic difficulty" as one of the primary reasons for LESA dropping-out than the vocational staff (14%). Nearly the same percentage of teachers and counselors from bilingual (19%) and vocational (18%) programs quoted "Employment" as another reason for drop-out. Other reasons cited included "moving" (28% of bilingual program personnel and 12% of vocational program personnel) and "marriage" (16% of bilingual program personnel, 8% of vocational program personnel). For more details see Tables 17 and 18.

Determining the Cost of Vocational Education for LESA Students

Questionnaire Results

Bilingual directors and vocational directors were asked to report the educational cost per student in their programs. More than half (59%) of the bilingual directors responding reported an annual average cost per student of under $500 (Figure 5-A). This would suggest that students in bilingual education programs do not require considerable expense to educate, compared to students whose native language is English. The majority of vocational directors (46%) reported an annual average cost per student of between $500 and $800 (Figure 5-B). Almost a third (31%) of those responding reported a cost per student of over $1,000. This tends to indicate that the students enrolled in vocational programs cost significantly more to educate than those in general education programs. However, considering the types of methods and materials reportedly used in educating students in bilingual programs, the cost to educate LESA students in vocational education would not be significantly higher from the cost of students whose native language is English.

Simply stated, the cost to operate a program in vocational education for LESA students would not be significantly higher from a traditional English-only vocational education program.

Determining Employment Trends in The State of Michigan

The following employment trends for the State of Michigan are presented here using data collected from secondary sources such as the Michigan Department of Education, the Michigan Employment Security Commission along with national studies. The top twenty occupational areas were identified on the basis of the number of job openings annually, as reported by the Michigan Employment Security Commission (MESC). These occupational areas were further studied in terms of their expected growth over the next five to ten years. In addition, the percentage of males and females employed in those occupations were studied to reveal nontraditional employment trends. Finally, nine selected regions in Michigan were studied in order to identify the five occupations in each region with the largest number of job openings. Detailed occupations information on each vocational area is included in Appendix J.

Vocational Education Employment Demand

Program Ranking for FY 1980-81: Table 19 represents the major vocational education programs offered at the

secondary level in Michigan. They have been ranked in descending order by projected number of annual job openings to 1985 with the assistance of the Michigan Employment Security Commission (MESC). MESC's Research and Statistics Division, working with the U.S. Department of Labor's Bureau of Labor Statistics, has prepared the 1976-1985 Occupational Employment Projections for the State of Michigan. The basis for the ranking follows.

The occupations which are expected to grow faster than the average through 1985, in both Michigan and nationally, are:

Retail Sales Agent
Retail Sales Manager
Secretary
Nurse Aide/Orderly
Licensed Practical Nurse
Clinical Technologist
Surgical Technologist
Accountant
Child Care Worker
Landscape architect

The occupations which are expected to grow faster than the average through 1985, in Michigan only, are:

Typist

Farm Implement Repairer

Carpenter

Medical Record Technician

Electrician

Plumber and Pipe Fitter

It is also important to compare the number of job openings expected annually as well as the expected growth of the occupation. The fifteen occupations with the largest number of job openings expected annually are as follows:

Occupation	Number of Openings in Michigan	Number of Openings Nationally
Secretary	10,590	306,150
Retail Sales Clerk	5,590	63,910
Bookkeeper	3,710	96,000
Nurse Aide/Orderly	3,700	94,000
Farmer/Farm Manager	3,000	80,000
Typist	2,420	59,000
Licensed Practical Nurse	2,330	60,000
Carpenter	1,970	58,000
Welder	1,710	35,0[illegible]
Accountant	1,710	61,00[illegible]
Child Care Worker	1,590	38,760
Tool and Die Maker	1,445	

Occupation	Number of Openings in Michigan	Number of Openings Nationally
Auto Mechanic	1,350	37,000
Electrician	1,290	
Plumber and Pipe Fitter	1,200	
Construction Laborer		49,000
Groundskeeper		45,880
Retail Sales Agent		35,500

The occupations which appear to be the most promising through 1985 are those which are on all the previous lists. These are:

Secretary

Nurse Aide/Orderly

Licensed Practical Nurse

Accountant

Child Care Worker

Certain occupations are expected to have large numbers of openings annually, but are only expected to grow faster than the average in Michigan. These are:

Typist

Carpenter

Electrician

Plumber and Pipe Fitter

Other occupations are expected to have large numbers of openings nationally and are expected to grow faster than the average nationally, but not in Michigan. These are:

Retail Sales Clerk

Retail Sales Agent

Welder

Finally, there are several occupations which are expected to grow faster than the average, as determined by the Department of Labor, through 1985, but are not yet expected to offer large numbers of openings annually. These are:

Retail Sales Manager

Clinical Technologist

Surgical Technologist

Landscape Architect

Medical Record Technician

Electrical and Electronics Technician

Tool and Die Maker

Farm Implement Repairer

Bank Teller

The occupations identified on the previous four lists appear to have the best outlook through 1985. There are, however, a number of occupations which are expected to have large numbers of job openings annually, but are not expected to grow faster than the average. This may indicate an abundance of persons already employed in these occupations or a decreasing need for these occupations. These are:

Bookkeeper

Farmer/Farm Manager

Auto Mechanic

Groundskeeper

Construction Laborer

Table 20 presents this information for easy comparison. Other trends can also be derived from this table. For example, the occupations which employ the largest percentage of Spanish-speaking people seem to be either slow growth or occupations offering declining employment opportunities:

OCCUPATION	% SPANISH*
Farm Worker	5.2%
Auto Accessories Installer	6.2%
Construction Laborer	2.5%
Clothing Maker	2.0%

---

*Following black and white groups, the population with the most data available are the Hispanics. There are no employment statistics available which contain breakdowns according to all the selected minority groups for this study.

However, there are two occupations reviewed in this study which are expected to grow faster than the average that employ a significant number of Spanish-speaking people. It is also interesting to note that these were traditionally male-dominated occupations which now employ a greater percentage of females:

OCCUPATION	% SPANISH	MICHIGAN NONTRADITIONAL POPULATIONS EMPLOYED
Clinical Technologist	2%	74% female
Surgical Technologist	2%	62% female

With the expectation of few occupations studied, there seems to be a great deal of occupational stereotyping still continuing. In general, those occupations which have been male or female dominated remain that way.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

The conclusions presented in this section are based on the results of the on-site interviews and the data collected from the mailed questionnaires. The conclusions and recommendations specifically address the objectives of the project as stated in the "Focus of the Study".

The recommendations are submitted with the hope that State agencies and individuals interested in vocational education will consider their importance and usefulness in the planning of vocational education program for the limited English-speaking learners.

Conclusion #1

Students and their parents expressed a strong need to enroll in vocational education, but many are left unserved because of their limited English proficiency. Although 80% of the bilingual/LESA students interviewed desire to enroll in vocational education, our survey shows that only 14% are currently enrolled.

Recommendation

To promote the full integration of LESA populations in vocational education, it is recommended that funding be made available for the planning, development, and

implementation of vocational programs for LESA where there is a community need for them.

Conclusion #2

Due to lack of English proficiency, many LESA students and parents cannot communicate with school personnel and often are unaware of vocational education opportunities.

Effective development and utilization of ethnic community communication systems can greatly enhance the goal of integrating LESA populations in vocational education. To strengthen communication with LESA communities and to facilitate recruitment efforts the following recommendations are presented for consideration:

Recommendation

There is a need to support the development of bilingual mass media and public relations incorporating a positive image of vocational education. Ethnic communities need to be made aware of the potential occupational opportunities through quality vocational education.

Recommendation

Vocational programs should seek to develop collaborative agreements with ethnic community centers or ethnic organizations for the purpose of exchanging resources, recruiting students and personnel, and sharing of cultural and vocational education information.

Conclusion #3

LESA students tend to drop out of school before the 9th grade.

Recommendation

To prevent early drop-out of LESA students there is a need to support the development of occupational exploration opportunities for LESA students in early grades, as early as the seventh grade.

It is further recommended that career explorations be provided - whenever possible - in the students' home language and possibly reinforced by: (1) hands-on experience, (2) use of media, (3) field trips, (4) use of role models (drawn from the students' ethnic groups) as guest speakers or resource persons to the school systems.

Conclusion #4

Second and third generation LESA students seem to have inadequate proficiency in both their native language and in English.

First generation culture groups tend to be severely limited in English proficiency.

Recommendation

To insure full participation by all individuals there is a need to develop reliable language assessment instruments to be used for placement of LESA students in vocational education.

Recommendation

To meet the individual needs of LESA students at all levels of English proficiency, there is a need to adapt and/or develop a curriculum that is linguistically and culturally responsive. Moreover, the curriculum development must be a concerted effort involving, but not limited to, the following parties: curriculum specialists, monolingual and bilingual teachers and counselors, vocational teachers and counselors,

English-as-a-second-language teachers, and committed individuals from linguistic minority communities.

Conclusion #5

Bilingual students appear to be influenced by cultural biases in their selection of a vocational program.

Recommendation

Vocational programs should encourage LESA students to explore nontraditional occupational roles in order to eliminate sex role and cultural occupational stereotyping. To be most effective, vocational programs should not act in isolation. Rather, they should seek the collaboration of parents of LESA students and/or leaders of the linguistic minorities in developing culturally relevant modes of intervention.

Recommendation

Vocational programs should offer training in occupational areas which are expected to employ a large number of graduates due to expanded employment

opportunities in the future. Vocational programs should encourage LESA students to choose among the most promising occupational areas suited to their interests and abilities.

Conclusion #6

There is an acute shortage of secondary counselors and vocational education teachers who are trained to provide services for LESA students in Michigan.

To encourage the recruitment of ethnic minority faculty and administrators to provide leadership and guidance to the increasing LESA student population, the following recommendations are offered:

Recommendation

There is a need to fund the recruitment of qualified bilingual/ESL and vocational personnel.

Recommendation

There is a need for instructors' training programs for occupationally qualified bilingual individuals.

Educational grants or loans should be made available to identified bilingual tradespeople who want to become vocational education professionals.

Recommendation

Vocational programs should recruit bilingual tradespeople who are interested in teaching to serve as instructor's aides. Moreover, genuine efforts should be made to assist these recruits in obtaining their teaching credentials.

Recommendation

Special bilingual vocational and ESL courses should become a standard requirement of the Teacher Education program within the State.

Recommendation

To enhance personnel expertise in working with LESA students, in-service materials for administrators, teachers, counselors and other personnel working directly with LESA students must be developed and disseminated.

Recommendation

To supply the vocational professionals with the training that will allow them to deal confidently with LESA students, in-service training must be provided to all vocational personnel servicing LESA students. This in-service program must include, but should not necessarily be limited to, the following topics:

- Resource development
- Criteria for selection of staff to serve LESA students
- Programmatic structure of a vocational education program for LESA students
- Curriculum development
- Methods of adapting materials for the limited English speaker, with special emphasis on ways of teaching the technical terminology of the specified occupation
- English-as-a-second-language/Vocational English-as-a-second-language
- Team teaching approaches
- Adaptation of counseling techniques and materials to the specific needs of the LESA students

- Techniques for student/parent communication with school personnel
- Cross-cultural sensitivity
- Cultural information about the specific ethnic groups receiving instruction

Conclusion #7

Bilingual persons are underrepresented in vocational advisory committees.

A clear understanding of the needs, as well as the resources, of the LESA populations is critical to vocational programming. To this end, efforts should be made to cultivate and maintain strong ties with linguistic minority communities. The involvement of these communities can be immensely useful to vocational personnel in their attempt to ameliorate the service delivery system.

Recommendation

To promote ethnic support for vocational programs, it is recommended that serious efforts be made to include LESA students and their parents at all programmatic levels of decision making.

Recommendation

It is further recommended that vocational programs establish alliances with the private sector, business community, ethnic organizations, religious leaders, and institutions of higher education in order to maximize the effectiveness of their program planning and development and placement activities.

Conclusion #8

There was agreement among the vocational administrators and practitioners surveyed that their current programs are not readily equipped to respond to the multifaceted needs of LESA students.

Recommendation

To fill the service gaps there is a need for schools/districts to develop and maintain a systematic network of linkages (both within their own buildings and in the community) in order to enhance their capacity to address the unique needs of LESA students. In addition, genuine efforts should be

made to secure increased communication among all the professionals (serving LESA students), the LESA populations and state/private agencies. A general collaboration of this sort is vital to establishing vocational education for LESA persons as an integral part of our educational system.

SUMMARY

Meeting the unique educational needs of the non-English speakers requires the fusion of the academic, bilingual, vocational and English-as-a-second-language professional corps. A comprehensive program in bilingual vocational education promises to be the most efficient means of providing limited English proficiency students with the education they need to obtain and maintain gainful employment.

Effective vocational programs for LESA students provide equal access to vocational education to non-English speakers and an opportunity for the learners to contribute to society. Vocational education for LESA students is a new education concept facing many challenges in its early stages of development. There is a dearth of scholarly research and materials

to assist vocational teachers who are working with LESA learners. Nevertheless, increased communication among all the professionals and the ethnic communities will promote the development of effective vocational education for LESA populations.

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APPENDICES

If the reader is interested in viewing the entire appendices, please write or call this office and we will be glad to send you a copy. The address and phone number is: Bilingual Vocational Education, Eastern Michigan University, 430 West Forest, Sill Hall Annex, Ypsilanti, Michigan 48197. (313) 487-1161.

Because of the voluminous amount, it is not possible to include all of the appendices with this report.

LIST OF APPENDICES

* A. Minority Employment Outlook for Michigan

* B. First General Survey

C. Director of Bilingual Programs Survey

D. Director of Vocational Programs Survey

E. Teachers/Counselors Survey

* F. Letters of Introduction for Surveys

* G. Letter to Late Respondents

H. Students' Surveys

a. Arabic/Chaldean

b. English

c. Laotian

d. Spanish

e. Vietnamese

I. Parents' Surveys

a. Arabic/Chaldean

b. English

c. Laotian

d. Spanish

e. Vietnamese

* J. An Analysis of Twenty Promising Vocational Areas

* These appendices are omitted from this report

APPENDIX C

DIRECTOR OF BILINGUAL PROGRAMS SURVEY

Eastern Michigan University

Bilingual Vocational Education Survey Instrument

Form Prepared By: _____
(Name)

Position: _____

Institution: _____

Address: _____
(Street Number) (Street Name)

_____
(City) (State) (Zip #)

Phone Number: ( ) _____ - _____

If you wish to receive a copy of the survey results, please check here:

_____

Please complete this survey by _____ and return it in the enclosed envelope. Thank you very much for your cooperation.

Director of Bilingual Programs

1. Are you aware of any limited English-speaking individuals in your district who are interested in a vocational program, and would enroll if the courses were taught with the home language taken into consideration?

Yes: _____ No: _____

How many? _____ 1-5

_____ 6-10

_____ 11-15

_____ 15-20

_____ over 20 in number

2. How many bilingual persons are there on your staff who work with the secondary students (please fill in numbers in the appropriate category).

	Administrators	Teachers	Counselors	Para-Professionals
Hispanic	___	___	___	___
Arabic/Chaldean	___	___	___	___
Cambodian	___	___	___	___
Laotian/H'mong	___	___	___	___
Vietnamese/ Chinese	___	___	___	___
Other:				
_____	___	___	___	___
_____	___	___	___	___

3. Based on your response to question two, please identify the number of para-professionals who can speak, read, and write the following languages:

	Speak	Read	Write		Speak	Read	Write
English	____	____	____	Laotian	____	____	____
Spanish	____	____	____	H'mong	____	____	____
Arabic	____	____	____	Vietnamese	____	____	____
Cambodian	____	____	____	Chinese	____	____	____
				Other:			
				_____	____	____	____
				_____ (please specify)			

4. Have you provided or been involved in training to the staff dealing with students whose home language is other than English?

	Yes	No
Teachers	____	____
Counselors	____	____
Para-Professionals	____	____
Administrators	____	____

To what extent? Number of hours: _____

5. Please list the topics that your in-service training has covered.

_____

_____

_____

_____

_____

6. Who presented the above in-service training for you?

_____ Outside Agency _____ Staff Members

7. Please list the names and addresses of any outside agencies that helped you with your in-service training.

_____
(Name)

_____
(Address) (Phone #)

_____
(Name)

_____
(Address) (Phone #)

8. Are there any community organizations or persons in your area which are helpful in working with bilingual groups?

a. _____ yes _____ no

b. If yes, please identify them.

_____
(Name)

_____
(Address) (Phone #)

_____
(Name)

_____
(Address) (Phone #)

9. If you had an unexpected increase in the enrollment of limited English-speaking students in your district, which of the following support services would you need? Please respond to all those items listed.

	Immediate Need	Eventual Need	No Need
a. Information about bilingual vocational education	____	____	____
b. Bilingual vocational teaching methodology	____	____	____
c. Information about bilingual vocational instructional materials	____	____	____
d. Assistance in developing a program	____	____	____
e. Assistance in developing a curriculum	____	____	____
f. Techniques for vocational counseling of the limited English speaker	____	____	____
g. Techniques for student/parent communication with school personnel	____	____	____
h. Information and resource exchange with local ethnic community	____	____	____
i. Information about bilingual teacher preparation and certification	____	____	____
j. Information about bilingual vocational teacher preparation	____	____	____
k. Awareness of cultural differences	____	____	____
l. Other:			
_____	____	____	____
_____	____	____	____

10. What is the ethnic composition on your local bilingual advisory committee? (Please fill in approximate numbers.)

	Administrators	Parents	Students	Teachers
Hispanic	____	____	____	____
Arabic/Chaldean	____	____	____	____
Asian/Pacific Islander	____	____	____	____
Cambodian	____	____	____	____
Laotian/H'mong	____	____	____	____
Vietnamese/ Chinese	____	____	____	____
Black	____	____	____	____
White	____	____	____	____
Other:				
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____

11. Please describe briefly any nontraditional instructional methods used by your staff to meet the needs of students with limited English speaking ability.

_____

_____

_____

_____

12. What is the approximate cost per student of your bilingual education program?

_____ under $500

_____ $500 to $600

_____ $600 to $700

_____ $700 to $800

_____ $800 to $900

_____ $900 to $1,000

_____ over $1,000

APPENDIX D

DIRECTOR OF VOCATIONAL PROGRAMS SURVEY

Eastern Michigan University

Bilingual Vocational Education Survey Instrument

Form Prepared By: _____
(name)

Position: _____

Institution: _____

Address: _____
(street number) (street name)

_____
(city) (state) (zip #)

Phone Number: ( ) _____ - _____

If you wish to receive a copy of the survey results, please check here:

_____

Please complete this survey by _____ and return it in the enclosed envelope. Thank you very much for your cooperation.

Director of Vocational Programs

1. Are you aware of any limited English-speaking individuals in your district who are interested in a vocational program, and would enroll if the courses were taught with the home language taken into consideration?

Yes: _____ No: _____

How many? _____ 1-5

_____ 6-10

_____ 11-15

_____ 15-20

_____ over 20 in number

2. How many bilingual persons are there on your staff? Please fill in numbers in the appropriate category.

	Administrators	Academic Teachers	Vocational Teachers	Counselors	Para-Professionals
Hispanic	___	___	___	___	___
Arabic/Chaldean	___	___	___	___	___
Cambodian	___	___	___	___	___
Laotian/H'mong	___	___	___	___	___
Vietnamese/ Chinese	___	___	___	___	___
Other:					
_____	___	___	___	___	___
_____	___	___	___	___	___
(please specify)					

3. Based on your response to question two, please identify the number of para-professionals who can speak, read, and write the following languages:

	Speak	Read	Write		Speak	Read	Write
English	____	____	____	Laotian	____	____	____
Spanish	____	____	____	Hmong	____	____	____
Arabic	____	____	____	Vietnamese	____	____	____
Cambodian	____	____	____	Chinese	____	____	____
				Other:			
				_____	____	____	____
				_____ (please specify)	____	____	____

4. Have you initiated in-service training to your vocational staff dealing with students whose home language is other than English?

	Yes	No
Teachers	____	____
Counselors	____	____
Vocational Teachers	____	____
Para-Professionals	____	____
Administrators	____	____

To what extent? Number of hours: _____

5. Please list the topics that your in-service training has covered.

_____

_____

_____

_____

_____

6. Please identify the number of limited English-speaking students <u>currently enrolled</u> in your vocational programs.

Ethnic Groups	Students	Agriculture	Business Office	Consumer and Homemaking	Distributive Education	Health	Technical Education	Trade and Industrial
Hispanic	M *							
	F *							
Arabic/ Chaldean	M							
	F							
Indo-chinese	M							
	F							

* M = Male

F = Female

7. Are there any community organizations or persons in your area which are helpful in working with students whose home language is other than English?

a. _____ yes _____ no

b. If yes, please identify them.

_____
(Name)

_____
(Address) (Phone #)

_____
(Name)

_____
(Address) (Phone #)

8. If you had an unexpected increase in the enrollment of limited English-speaking students in your vocational programs, which of the following support services would you need? Please respond to all those items listed.

	Immediate Need	Eventual Need	No Need
a. Information about bilingual vocational education	___	___	___
b. Bilingual vocational teaching methodology	___	___	___
c. Information about bilingual vocational instructional materials	___	___	___
d. Assistance in developing a program	___	___	___
e. Assistance in developing a curriculum	___	___	___
f. Techniques for vocational counseling of the limited English speaker	___	___	___
g. Techniques for student/parent communication with school personnel	___	___	___
h. Information and resource exchange with local ethnic community	___	___	___
i. Information about bilingual teacher preparation and certification	___	___	___
j. Information about bilingual vocational teacher preparation	___	___	___
k. Awareness of cultural differences	___	___	___
l. Other:			
_____	___	___	___
_____	___	___	___

9. What is the ethnic composition on your local vocational advisory committee? (Please fill in approximate numbers.)

	Administrators	Parents	Students	Teachers
Hispanic	____	____	____	____
Arabic/Chaldean	____	____	____	____
Asian/Pacific Islander	____	____	____	____
Cambodian	____	____	____	____
Laotian/H'mong	____	____	____	____
Vietnamese/ Chinese	____	____	____	____
Black	____	____	____	____
White	____	____	____	____
Other:				
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____

10. What is the total actual cost per student in your vocational education program?

_____ under $500

_____ $500 to $600

_____ $600 to $700

_____ $700 to $800

_____ $800 to $900

_____ $900 to $1,000

_____ over $1,000

11. Please identify the number of limited English-speaking students which graduated from the following vocational programs in 1980.

Ethnic Groups	Students	Agriculture	Business Office	Consumer and Homemaking	Distributive Education	Health	Technical Education	Trade and Industrial
Hispanic	M *							
	F *							
Arabic/ Chaldean	M							
	F							
Indo-chinese	M							
	F							

* M = Male

F = Female

APPENDIX E

TEACHERS/COUNSELORS SURVEY

Eastern Michigan University

Bilingual Vocational Education Survey Instrument

Form Prepared By: _____
(Name)

Position: _____
(Please specify if you are a bilingual teacher, vocational teacher, counselor, etc.)

Institution: _____

Address: _____
(Street Number) (Street Name)

_____
(City) (State) (Zip #)

Phone Number: ( ) _____ - _____

If you wish to receive a copy of the survey results, please check here:

_____

Please complete this survey by _____ and return it in the enclosed envelope. Thank you very much for your cooperation.

Teachers/Counselors

1. Are you aware of any limited English-speaking individuals in your district who are interested in a vocational program, but do not enroll because of their limited English ability?

Yes: _____ No: _____

How many?

_____ 1-5

_____ 6-10

_____ 11-15

_____ 15-20

_____ over 20 in number

2. What is your native language? (Please check)

English _____ Cambodian _____

Spanish _____ Laotian _____

Arabic _____ H'mong _____

Other: Vietnamese _____

_____ Chinese _____

_____

3. What other languages do you know? (Please check all that apply.)

	read	write	speak
Spanish	____	____	____
Arabic	____	____	____
Cambodian	____	____	____
Laotian	____	____	____
H'mong	____	____	____
Vietnamese	____	____	____
Chinese	____	____	____
Other:			
_____	____	____	____
_____	____	____	____

4. Please indicate the number of limited English-speaking or bilingual students assigned to you.

	Number of Students
Hispanic	_____
Arabic	_____
Chaldean	_____
Cambodian	_____
Laotian	_____
H'mong	_____
Vietnamese	_____
Chinese	_____
Other:	
_____	_____
_____	_____
_____	_____

5. Have you received any in-service training in bilingual education?

_____ yes _____ no

6. If yes, which were the topics covered?

_____

_____

_____

_____

_____

7. How extensive were the in-service meetings?

_____ 0 to 1 hour

_____ 1 to 4 hours

_____ all day

_____ more than 1 day

8. Are there any additional topics you would like to see covered? (Please list them.)

_____

_____

_____

_____

_____

9. Are there bilingual counselors in your program? If so, please identify them.

1. _____

2. _____

3. _____

10. Do you use bilingual instructional materials?

a great deal _____ occasionally _____ never _____

11. If you answered positively, please identify them.

_____

(Publishing Company) (Address)

_____

(Publishing Company) (Address)

12. Are there any community organizations or persons in your area which are helpful in working with bilingual groups?

_____ yes _____ no

13. If you answered positively to question #12, please identify them.

_____
(Name)

_____
(Address) (Phone #)

_____
(Name)

_____
(Address) (Phone #)

14. If applicable, please share with us any innovative or specialized instructional methods that <u>you</u> use to meet the needs of students who have a home language other than English.

_____

_____

_____

_____

_____

15. What do you perceive as the strongest points of your program?

_____

_____

_____

_____

_____

_____

16. If you had an unexpected increase in the enrollment of limited English-speaking students in your district, which of the following support services would you need? Please respond to all those items listed.

	Immediate Need	Eventual Need	No Need
a. Information about bilingual vocational education	____	____	____
b. Bilingual vocational teaching methodology	____	____	____
c. Information about bilingual vocational instructional materials	____	____	____
d. Program development	____	____	____
e. Curriculum development	____	____	____
f. Techniques for vocational counseling of the limited English speaker	____	____	____
g. Student/parent communication with school personnel	____	____	____
h. Information and resource exchange with local ethnic community	____	____	____
i. Bilingual teacher preparation and certification	____	____	____
j. Bilingual vocational teacher preparation	____	____	____
k. Awareness of cultural differences	____	____	____
l. Other:			
_____	____	____	____
_____	____	____	____

17. How many students whose home language is other than English have dropped out of school within the last year. (Please check one.)

_____ none

_____ 5 to 20

_____ 20 to 30

_____ 30 to 40

_____ 40 to 50

_____ 50 to 100

_____ more than 100

18. What are the reasons for these drop-outs? (Please check all that apply.)

a. _____ employment

b. _____ moving

c. _____ marriage

d. _____ academic difficulties

e. _____ illness

f. _____ child care

g. _____ Other (Please specify)

_____

_____

_____

APPENDIX H

STUDENTS' SURVEYS

استفتاء الطلاب

مقدمة

تساعد البرامج المهنية التربوية الناس في تامين التدريب اللازم للحصول على عمل . هذا الاستفتاء ، جزء من مشروع يحاول تعيين انواع البرامج المهنية التي يريدها العرب . ان اجوبتك ستساعد على تحسين البرامج المهنية التي ستخدم جاليتك عن طريق تقديم معلومات مفيدة لبرامج مهنية على صعيد الولاية ، المدرسة المحلية والجالية . يبقى هذا الاستفتاء سريا مجهول الهوية . لا تكتب اسمك في اي مكان على هذا الاستفتاء.

معلومات عن مستواك العلمي

١ - هل انت مسجل الان في مؤسسة تعليم رسمية ؟

نعم ____ كلا ____

٢ - اذا كان الجواب نعم ضع اشارة مناسبة

____ الصف التاسع

____ الصف العاشر

____ الصف الحادي عشر

____ الصف الثاني عشر

____ مسجل في برنامج تعليمي للكبار البالغين

____ مسجل في كلية محلية او جامعة

٣ - اذا لم تكن طالبا الان ما هو اخر صف انهيته ؟

الصف _____

٤ - اذا كنت مسجلا ، فما هو نوع المدرسة او البرنامج الذي تنتسب اليه (ها)

____ مدرسة ثانوية

____ التعليم للكبار

____ مدرسة ادارة اعمال

____ مدرسة مهنية

____ كلية محلية (سنتين)

____ كلية او جامعة (اربع سنوات)

____ اي برنامج اخر ، اذكره _____

٥ - ما هي اللغة التي تتقنها غالبا في البيت ؟

____ العربية

____ الانكليزية

____ لغة اخرى ، ما هي _____

٦ - ما هو مستوى اجادتك للغة الانكليزية ؟

____ جيد جدا ____ ليس جيدا

____ لا باس ____ لا اجيدها اطلاقا

٧ - ما هو مستوى قدرتك في الامور التالية

	جيد جدا	لا بأس	ليس جيدا
قراءة الانكليزية	_____	_____	_____
كتابة الانكليزية	_____	_____	_____
تكلم الانكليزية	_____	_____	_____
فهم الانكليزية المحكية	_____	_____	_____
فهم تعليمات الاساتذة	_____	_____	_____
الرياضيات (الحساب)	_____	_____	_____
الاجتماعيات	_____	_____	_____
العلوم	_____	_____	_____
اية مواد اخرى (حدد) ____	_____	_____	_____
____	_____	_____	_____

٨ - اذا كان لديك مشكلة في اللغة الانكليزية ، فما الذي يساعدك في المدرسة للقيام بعمل افضل (ضع اشارة على كل جواب يناسبك)

____ وجود شخص مساعد يتكلم لغتي الام ويساعدني في فروضي

____ وجود استاذ في كل من المواد الاساسية يجيدون لغتي الام الى جانب الانكليزية

____ وجود شخص يمكن ان اناقش معه مشاكلي في لغتي الام

____ اية اقتراحات اخرى -- صفها _____

_____

٩ - ما هي البرامج (المدرجة الى اليسار)
موجودة حاليا في مدرستكم

_____

_____

١٠ - في اي برنامج انت مسجل الان ؟

_____

_____

١١ - اذا وجد استاذ يجيد لغتك الام ،اي برنامج
من هذه البرامج المذكورة تختاره ؟

_____

_____

أ - التعليم الزراعي
ب - الاعمال والامور المكتبية (ادارة اعمال)
ج - المبيعات والتسويق (تجارة)
د - المهن الصحية (الطبية)
هـ - تدبير منزلي
و - التعليم التقني (تكنولوجيا الطاقة ،رسم صناعي،
التصميم)
ز - التجارة والمهن الصناعية (الكهرباء ،واللحام)
ح - لا شيء
ط - اية برامج اخرى -- ضع اسم البرنامج تحت السؤال
المناسب

١٢ - اذا لم تكن مسجلا حاليا في برنامج مهني تعليمي ، نرجو ان تذكر السبب

_____ لم اسمع قط ببرنامج مهني

_____ لا اجيد الانكليزية كي افهم تعليمات الاستاذ ومحاضراته

_____ استاذي او مستشاري المدرسي لم ينصحني بذلك

_____ اريد الانتساب الى كلية او جامعة

_____ لست مهتما بالتعليم المهني

_____ اهلي لا يريدون ان اتعلم في برنامج مهني

_____ المعدات المهنية غير متوفرة

_____ ليس لدي وسيلة نقل

_____ المواد التي اريد ان ادرسها غير متوفرة

_____ كانت الصفوف كاملة العدد

_____ درستها سابقا ولم تعجبني

_____ لدي مشكلات في تامين العناية لاطفالي باثناء غيابي

_____ اية اسباب اخرى -- اذكر _____

_____

_____

١٣ - ما هي افضل جملة تعبر عن خططك للمستقبل ؟

_____ انهاء الهاي سكول (التعليم الثانوي)

_____ مغادرة الهاي سكول قبل التخرج

_____ الحصول على تدريب عملي (باثناء العمل) او الحصول على عقد للتدريب العملي.

_____ العمل الدائم المتكامل الساعات

_____ العمل المحدود الساعات مع متابعة الدراسة

_____ الانتساب الى كلية ذات برنامج سنتين

_____ الانتساب الى كلية ذات برنامج اربع سنوات

_____ الانتساب الى مدرسة مهنية او تقنية

_____ الانتساب الى مدرسة اعمال

_____ السفر

_____ الزواج

_____ لست ادري ماذا انوي فعله

_____ اية اقتراحات اخرى -- اذكر _____

معلومات عن مخططات لمستقبلك المهني

١٤ - اية اعمال او مهن تثير اهتمامك كثيرا ؟

____ مهنة تتطلب شهادة جامعية

____ ميكانيك سيارات

____ حدادة وبويا للسيارات

____ اعمال البناء

____ الرسم الصناعي و التصميم

____ اللحام

____ الخراطة

____ الكهرباء

____ الطباعة التجارية

____ ميكانيك الديزل

____ تدبير منزلي

____ حماية القانون (الشرطة ،الخ)

____ سكرتاريا

____ اية مهن اخرى -- اذكر _____

_____

____ لست ادري

١٥ - كم ساعدك الاشخاص التوالي في تقرير مهنة المستقبل ؟

(ضع اشارة على كل الاجوبة المناسبة)

	مساعدة قوية	مساعدة وسط	غير مساعدين
الاهل ، الاولياء	_____	_____	_____
الاقارب الاخرين	_____	_____	_____
الجيران / الاصدقاء	_____	_____	_____
اصدقاء المدرسة	_____	_____	_____
الاساتذة	_____	_____	_____
مستشاري المدرسة	_____	_____	_____
المرشد الاجتماعي للمدرسة	_____	_____	_____
اية اشخاص اخرين-حدد	_____	_____	_____

١٦ - هل تريد الحصول على معلومات او مساعدة اكثر عن الامور التالية ؟

(ضع اشارة على كل جواب مناسب)

	اهتمام جيد	اهتمام وسط	اهتمام عدم
ا - معلومات عن التعليم المهني	_____	_____	_____
ب - كيف اخطط لمهنة مستقبلية	_____	_____	_____
ج - معلومات عن وظائف مختلفة	_____	_____	_____
د - معلومات عن انواع مختلفة للتدريب	_____	_____	_____
هـ - التدريب اللازم لعمل خاص	_____	_____	_____
و - معلومات عن برامج مهنية اساتذها يجيدون لغتي العربية والانكليزية	_____	_____	_____
ز - اية معلومات اخرى - اذكر			
_____	_____	_____	_____
_____	_____	_____	_____

١٧ - ما مدى اهمية كل ما يلي في مساعدتك للحصول على عمل ؟

	مفيد جدا	مفيد وسط	غير مفيد	لست ادري
- الاستشارة المهنية / العملية (مناقشة فرص العمل)	_____	_____	_____	_____
- التعليم المهني (التدريب على العمل)	_____	_____	_____	_____
- خدمات التوظيف في العمل (المؤسسات التي تساعد على ايجاد عمل)	_____	_____	_____	_____

احصائيات

هذه الاسئلة القليلة الاخيرة تمكننا من مقارنة اجوبة الرجال والنساء ، باعمارهم المختلفة وحاجاتهم في مختلف انحاء الولاية .

١٥ - هل انت ذكر _____ انثى _____

١٦ - كم كان عمرك في يوم ميلادك الاخير ؟ _____

١٧ - كيف تصف المنطقة التي تعيش فيها ؟

_____ ريفية _____ بلدة صغيرة (٥٠٠٠ حتى ٢٥٠٠٠ نسمة)

_____ ضواحي المدينة _____ مدينة (فوق ٢٥٠٠٠ نسمة)

شكرا جزيلا على مساعدتكم . نرجو ان تسجل اية تعليقات او افكار تريد ان تشاركنا بها على الصفحة ادناه او على مزيد من الصفحات .

· Student Survey (Chaldean) ·

استفتاء الطلاب

مقدمة

تساعد البرامج المهنية التربوية الناس في تامين التدريب اللازم للحصول على عمل . هذا الاستفتاء ، جزء من مشروع يحاول تعيين انواع البرامج المهنية التي تريدها الجالية الكلدانية . ان اجوبتك ستساعد على تحسين البرامج المهنية التي ستخدم جاليتك عن طريق تقديم معلومات مفيدة لبرامج مهنية على صعيد الولاية ، المدرسة المحلية والجالية . يبقى هذا الاستفتاء سريا مجهول الهوية . لا تكتب اسمك في اي مكان على هذا الاستفتاء.

معلومات عن مستواك العلمي

١ - هل انت مسجل الان في مؤسسة تعليم رسمية ؟

نعم ____ كلا ____

٢ - اذا كان الجواب نعم ضع اشارة مناسبة

____ الصف التاسع

____ الصف العاشر

____ الصف الحادي عشر

____ الصف الثاني عشر

____ مسجل في برنامج تعليمي للكبار البالغين

____ مسجل في كلية محلية او جامعة

٣ - اذا لم تكن طالبا الان ما هو اخر صف انهيته ؟

الصف _____

٤ - اذا كنت مسجلا ، فما هو نوع المدرسة او البرنامج الذي تنتسب اليه (ها)

____ مدرسة ثانوية

____ التعليم للكبار

____ مدرسة ادارة اعمال

____ مدرسة مهنية

____ كلية محلية (سنتين)

____ كلية او جامعة (اربع سنوات)

____ اي برنامج اخر ، اذكره _____

٥ - ما هي اللغة التي تتقنها غالبا في البيت ؟

____ العربية

____ الانكليزية

____ لغة اخرى ، ما هي _____

٦ - ما هو مستوى اجادتك للغة الانكليزية ؟

____ جيد جدا ____ ليس جيدا

____ لا باس ____ لا اجيدها اطلاقا

٧ - ما هو مستوى قدرتك في الامور التالية

	جيد جدا	لا بأس	ليس جيدا
قراءة الانكليزية	_____	_____	_____
كتابة الانكليزية	_____	_____	_____
تكلم الانكليزية	_____	_____	_____
فهم الانكليزية المحكية	_____	_____	_____
فهم تعليمات الاساتذة	_____	_____	_____
الرياضيات (الحساب)	_____	_____	_____
الاجتماعيات	_____	_____	_____
العلوم	_____	_____	_____
اية مواد اخرى (حدد) ____	_____	_____	_____
____	_____	_____	_____

٨ - اذا كان لديك مشكلة في اللغة الانكليزية ، فما الذي يساعدك في المدرسة للقيام بعمل افضل

(ضع اشارة على كل جواب يناسبك)

____ وجود شخص مساعد يتكلم لغتي الام ويساعدني في فروضي

____ وجود استاذ في كل من المواد الاساسية يجيدون لغتي الام الى جانب الانكليزية

____ وجود شخص يمكن ان اناقش معه مشاكلي في لغتي الام

____ اية اقتراحات اخرى -- صفها _____

_____

٩ - ما هي البرامج (المدرجة الى اليسار)
موجودة حاليا في مدرستكم

_____

_____

١٠ - في اي برنامج انت مسجل الان ؟

_____

_____

١١ - اذا وجد استاذ يجهد لغتك الام ، اي برنامج
من هذه البرامج المذكورة تختاره ؟

_____

_____

أ - التعليم الزراعي
ب - الاعمال والامور المكتبية (ادارة اعمال)
ج - المبيعات والتسويق (تجارة)
د - المهن الصحية (الطبية)
هـ - تدبير منزلي
و - التعليم التقني (تكنولوجيا الطاقة ، رسم صناعي ، التصميم)
ز - التجارة والمهن الصناعية (الكهرباء ، واللحام)
ح - لا شيء
ط - اية برامج اخرى -- ضع اسم البرنامج تحت السؤال المناسب

Student Survey (Bulletin)

١٢ - اذا لم تكن مسجلا حاليا في برنامج مهني تعليمي ، فرجوا ان تذكر السبب

_____ لم اسمع قط ببرنامج مهني

_____ لا اجيد الانكليزية كي افهم تعليمات الاستاذ ومحاضراته

_____ استاذي او مستشاري المدرسي لم ينصحني بذلك

_____ اريد الانتساب الى كلية او جامعة

_____ لست مهتما بالتعليم المهني

_____ اهلي لا يريدون ان اتعلم في برنامج مهني

_____ المعدات المهنية غير متوفرة

_____ ليس لدي وسيلة نقل

_____ المواد التي اريد ان ادرسها غير متوفرة

_____ كانت الصفوف كاملة العدد

_____ درستها سابقا ولم تعجبني

_____ لدي مشكلات في تامين العناية لاطفالي باثناء غيابي

_____ اية اسباب اخرى -- اذكر _____

_____

_____

١٣ - ما هي افضل جملة تعبر عن خططك للمستقبل ؟

_____ انهاء الهاي سكول (التعليم الثانوي)

_____ مغادرة الهاي سكول قبل التخرج

_____ الحصول على تدريب عملي (باثناء العمل) او الحصول على عقد للتدريب العملي.

_____ العمل الدائم المتكامل الساعات

_____ العمل المحدود الساعات مع متابعة الدراسة

_____ الانتساب الى كلية ذات برنامج سنتين

_____ الانتساب الى كلية ذات برنامج اربع سنوات

_____ الانتساب الى مدرسة مهنية او تقنية

_____ الانتساب الى مدرسة اعمال

_____ السفر

_____ الزواج

_____ لست ادري ماذا انوي فعله

_____ اية اقتراحات اخرى -- اذكر _____

معلومات عن محتشات لمستقبلك المهني

١٤ - اية اعمال او مهن تثير اهتمامك كثيرا ؟

____ مهنة تتطلب شهادة جامعية

____ ميكانيك سيارات

____ حدادة وبويا للسيارات

____ اعمال البناء

____ الرسم الصناعي و التصميم

____ اللحام

____ الخراطة

____ الكهرباء

____ الطباعة التجارية

____ ميكانيك الديزل

____ تدبير منزلي

____ حماية القانون (الشرطة ،الخ)

____ سكرتاريا

____ اية مهن اخرى -- اذكر _____

_____

____ لست ادري

١٥ - كم ساعدك الاشخاص التوالي في تقرير مهنة المستقبل ؟

(ضع اشارة على كل الاجوبة المناسبة)

	مساعدة قوية	مساعدة وسط	غير مساعدين
الاهل ، الاولياء	_____	_____	_____
الاقارب الاخرين	_____	_____	_____
الجيران / الاصدقاء	_____	_____	_____
اصدقاء المدرسة	_____	_____	_____
الاساتذة	_____	_____	_____
مستشاري المدرسة	_____	_____	_____
المرشد الاجتماعي للمدرسة	_____	_____	_____
اية اشخاص اخرين-حدد	_____	_____	_____

١٦ - هل تريد الحصول على معلومات او مساعدة اكثر عن الامور التالية ؟
(ضع اشارة على كل جواب مناسب)

	اهتمام جيد	اهتمام وسط	اهتمام عدم
ا - معلومات عن التعليم المهني	_____	_____	_____
ب - كيف اخطط لمهنة مستقبلية	_____	_____	_____
ج - معلومات عن وظائف مختلفة	_____	_____	_____
د - معلومات عن انواع مختلفة للتدريب	_____	_____	_____
هـ - التدريب اللازم لعمل خاص	_____	_____	_____
و - معلومات عن برامج مهنية اساتذها يجيدون لغتي العربية والانكليزية	_____	_____	_____
ز - اية معلومات اخرى - اذكر			
_____	_____	_____	_____
_____	_____	_____	_____

١٧ - ما مدى اهمية كل ما يلي في مساعدتك للحصول على عمل ؟

	مفيد جدا	مفيد وسط	غير مفيد	لست ادري
- الاستشارة المهنية / العملية (مناقشة فرص العمل)	_____	_____	_____	_____
- التعليم المهني (التدريب على العمل)	_____	_____	_____	_____
- خدمات التوظيف في العمل (المؤسسات التي تساعد على ايجاد عمل)	_____	_____	_____	_____

احصائيات

هذه الاسئلة القليلة الاخيرة تمكننا من مقارنة اجوبة الرجال والنساء ، باعمارهم المختلفة وحاجاتهم في مختلف انحاء الولاية .

١٥ - هل انت ذكر _____ انثى _____

١٦ - كم كان عمرك في يوم ميلادك الاخير ؟ _____

١٧ - كيف تصف المنطقة التي تعيش فيها ؟

_____ ريفية _____ بلدة صغيرة (٥٠٠٠ حتى ٢٥٠٠٠ نسمة)

_____ ضواحي المدينة _____ مدينة (فوق ٢٥٠٠٠ نسمة)

شكرا جزيلا على مساعدتكم . نرجو ان تسجل اية تعليقات او افكار تريد ان تشاركنا بها على الصفحة ادناه او على مزيد من الصفحات .

STUDENT SURVEY

Introduction

Vocational Education programs help people get the kind of training they need to find jobs. This survey is part of a project that is trying to find out what types of vocational education you would like to have. Your answers will help improve vocational programs for your people by giving very useful information to state vocational programs, local schools, and your community. This survey is anonymous. DO NOT put your name anywhere on this questionnaire.

ABOUT YOUR EDUCATION

1. Are you currently enrolled in a public institution?

_____ yes _____ no

2. If yes, please check one of the following:

_____ 9th grade

_____ 10th grade

_____ 11th grade

_____ 12th grade

_____ enrolled in an adult education program

_____ enrolled in a community college or university

3. If you are not a student, what was the last grade you completed?

_____ grade

4. If you are enrolled, what type of school or program are you in? (Please check one.)

_____ high school

_____ adult education

_____ vocational school

_____ business school

_____ 2-year community college

_____ 4-year college or university

_____ other -- please describe: _____

5. What language other than English is spoken in your home?

_____	Arabic	_____	Chinese
_____	Chaldean	_____	Laotian
_____	Spanish	_____	H'mong
_____	Vietnamese	_____	Cambodian
		_____	Other: _____
			_____

6. What percentage of the time is that languaged used?

_____ 100%

_____ 75%

_____ 50%

_____ 25%

_____ less than 25%

7. How well do you think you use the English language?

_____	very well	_____	not well
_____	fairly well	_____	not at all

8. How well are you doing in the following areas:

	very well	fairly well	not well
Reading English	____	____	____
Writing English	____	____	____
Speaking English	____	____	____
Understanding conversational English	____	____	____
Understanding Teachers' Instructions	____	____	____

8. (continued)

	very well	fairly well	not well
Math	____	____	____
Social Studies	____	____	____
Sciences	____	____	____
Other: (Please list.)			
_____	____	____	____
_____	____	____	____
_____			

9. If you are having problems with English, which of the following might help you to do better in school? (Please check all that apply to you.)

_____ To have an English teacher or a teacher's aide who can speak my home language as well as English

_____ To have a tutor who can speak my home language to help me with my homework

_____ To have a teacher in each of the subject areas who can speak my home language as well as English

_____ To have someone I can discuss my problems with in my home language

_____ Other -- please explain: _____

_____

_____

_____

10. Which of the vocational programs listed on the right side of this page are offered at your school right now?

_____

_____

11. Which of these programs are you enrolled in?

_____

_____

12. Which of these programs would you like to attend if the teachers spoke your home language and English.

_____

_____

a. Agricultural Education

b. Business and Office Education

c. Sales and Marketing

d. Health Occupations

e. Home Economics

f. Technical Education (power technology, drafting, and design technology)

g. Trade and Industrial Occupations (electronics and welding)

h. None

i. Other -- please describe under the appropriate question.

13. If you are <u>not</u> currently enrolled in a vocational education program, please indicate the reason why.

_____ I have never heard of vocational education.

_____ I don't know enough English to understand the teacher's instructions and/or lectures.

_____ My teacher or counselor advised me not to take it.

_____ I want to go to a college or university.

_____ I am not interested in vocational education.

_____ My parents do not want me to take vocational education.

_____ Vocational facilities are too far away.

_____ I do not have transportation.

_____ The courses which I wanted to take are not offered.

_____ The classes were filled.

_____ I was in it before and didn't like it.

_____ Vocational courses are not offered in my grade.

_____ I am having child care problems.

_____ Other reasons -- please describe: _____

_____

_____

14. Which of the following statements best describes your future plans? (Please check all that apply to you.)

_____ finish high school

_____ leave high school before graduation

_____ get on-the-job training or an apprenticeship

_____ work full-time

_____ work part-time and go to school

_____ attend a 2-year college

_____ attend a 4-year college

_____ attend vocational or technical school

14. (continued)

_____ attend business school

_____ move

_____ get married

_____ don't know what I will do yet

_____ other -- please explain: _____

_____

_____

ABOUT YOUR CAREER PLANS

15. What jobs or careers interest you the most?

_____ a profession requiring a college degree

_____ auto mechanics

_____ auto body

_____ building trades

_____ drafting

_____ welding

_____ tool and die

_____ electronics

_____ commercial printing

_____ diesel mechanics

_____ consumer homemaking -- clothing

_____ law enforcement

_____ business education -- secretarial

_____ other -- please describe: _____

_____

_____ I don't know

16. How helpful have the following people been in helping you to make a decision about your career? (Please check all that apply.)

	very helpful	somewhat helpful	not helpful
Parents/Guardians	____	____	____
Other Relatives	____	____	____
Neighbors/Friends	____	____	____
School Friends	____	____	____
Teachers	____	____	____
School Counselors	____	____	____
School Social Workers	____	____	____
Other -- please describe:			
_____	____	____	____

17. How interested would you be in getting more information or assistance about each of the following items? (Please check all that apply.)

	very interested	somewhat interested	not interested
a. information about vocational education	_____	_____	_____
b. how to plan a career	_____	_____	_____
c. information about different jobs	_____	_____	_____
d. information about special kinds of training	_____	_____	_____
e. training required for a particular job	_____	_____	_____

17. (continued)

	very interested	somewhat interested	not interested
f. information about vocational education programs taught by teachers who speak my home language and English	_____	_____	_____
g. other -- please describe:			
_____			
_____			
_____			
_____	_____	_____	_____

18. How useful do you think each one of the following is in helping people to find jobs?

	very useful	somewhat useful	not useful	don't know
career/job counseling (discussion of job options)	_____	_____	_____	_____
vocational education (training for jobs)	_____	_____	_____	_____
job placement services (agencies which help in finding jobs)	_____	_____	_____	_____

DEMOGRAPHICS

The last few questions allow us to compare the answers of men and women, different age groups, and the needs of people in different regions in the state.

19. Are you: female _____ male _____

20. How old were you on your last birthday?

_____

21. How would you describe the area where you live?

_____ rural

_____ small town (5,000 to 25,000 people)

_____ suburb

_____ city (over 25,000 people)

Thank you very much for your help. Please write down any comments or ideas that you would like to share with us in the space below or on additional sheets of paper.

ຂໍ້ສຳຣວດສຳລັບນັກຮຽນ

ບົດນຳ

ໂຄງການສຶກສາອົບຮົມ ຈຸດປະສົງເພື່ອຊ່ວຍໃຫ້ບຸກຄົນທົ່ວໄປໄດ້ຮັບການຝຶກອົບຮົມ ຮັບເໝາະຮົມຄ່ວງກການທີ່ເຂົາເຈົ້າສະເໜີຫາ. ຂໍ້ສຳຣວດນີ້ ຄືສ່ວນນຶ່ງຂອງໂຄງການ ທີ່ກຳລັງຫາທາງຊ່ວຍແກ້ໄຂບັນຫາ ຄົນລາວ ມັນ ມີການຮຽນການສຶກສາອົບຮົມປະເພດໃດແດ່. ທ່ານສາມາດຊ່ວຍປັບປຸງໂຄງການອົບຮົມ ສຶກສາ ເຫລົ່ານີ້ ໃຫ້ເໝາະຮົມຕໍ່ຄົນລາວນຶ່ງນີ້ໄດ້ ໂດຍໃຫ້ຄຳຕອບທີ່ເປັນປະໂຍດ ແກ່ໂຄງການ ອົບຮົມ ປະຈຳຮັຖ (ມິຊິແກນ), ຕໍ່ບັນດາໂຮງຮຽນ ພາບໃນທ້ອງຖິ່ນ, ແລະ ເຂດຖິ່ນ ທີ່ທ່ານອາສັຍຢູ່. ຂໍ້ສຳຣວດນີ້ ບ່ອອກຊື່ຜູ້ຕອບ. ປ່າຍຊື່ ຫຼື ຂອງທ່ານ ທີ່ໃນໃບສຳຣວດນີ້.

ກ່ຽວກັບການສຶກສາ ຂອງທ່ານ

1. ປັດຈຸບັນ ທ່ານກຳລັງຮຽນ ປຸ່ກະຖາບັນ ສາທາຣະນະ ແຫ່ງໃດບໍ ?

   ____ ຮຽນ ____ ບ່ໄດ້ຮຽນ

2. ຖ້າທ່ານຕອບວ່າ "ຮຽນ" ກະຮຸນາໝາຍໃສ່ ລົງຊ່ອງນີ້ ນຶ່ງ ຂໍ້ ວ່າ ຮຽນຢູ່ໃນຊັ້ນໃດ.

   ____ ຊັ້ນ 9
   ____ ຊັ້ນ 10
   ____ ຊັ້ນ 11
   ____ ຊັ້ນ 12
   ____ ຮຽນຢູ່ໃນໂຄງການສຶກສາ ຜູ້ໃຫຍ່.
   ____ ຮຽນຢູ່ໃນວິທຍາລັຍຊຸມຊົນ (COMMUNITY College) ຫລື ມະຫາວິທຍາລັຍ.

3 ຖ້າປັດຈຸບັນນີ້ ທ່ານບ່ໄດ້ໄປໂຮງຮຽນ ທ່ານຮຽນໜັງສືມາສູງສຸດຮອດຊັ້ນໃດ ?

   ____

4. ຖ້າທ່ານກຳລັງຮຽນ ທ່ານຮຽນຢູ່ໃນໂຮງຮຽນ ປະເພດໃດ ຫລື ໂຄງການຊຸມໃດ? (ໝາຍ ຂໍ້ດຽວ).

   ____ ໄຮສກູລ
   ____ ສຶກສາຜູ້ໃຫຍ່
   ____ ໂຮງຮຽນອາຊີບ
   ____ ໂຮງຮຽນ ທຸຣະກິຈ
   ____ ວິທຍາລັຍ ຊຸມຊົນ ຫລັກສູດ 2 ປີ.
   ____ ວິທຍາລັຍ ຫລື ມະຫາວິທຍາລັຍ ຫລັກສູດ 4 ປີ.
   ____ ອື່ນໆ -- ຂໍໃຫ້ຣະບຸປະເພດ: _____

5. ພາສາໃດ ທີ່ເຮືອນທ່ານຫຼາຍທີ່ສຸດ ເວົ້າກັນດ້ວຍ ພາສາໃດ ?

_____ ລາວ
_____ ອັງກິດ
_____ ພາສາອື່ນ -- ບອກຊື່ພາສາ: _____

6. ທ່ານຄິດວ່າ ທ່ານມີຄວາມສາມາດໃນພາສາອັງກິດໄດ້ດີ ຫຼາຍປານໃດ ?

_____ ດີຫຼາຍ.
_____ ພໍໃຊ້.
_____ ບໍ່ປານໃດ.
_____ ບໍ່ເປັນຈັກເທື່ອ.

7. ຄວາມສາມາດ ຂອງທ່ານໃນແຕ່ລະດ້ານຕ່າງໆ ຂ້າງລຸ່ມນີ້ ຢູ່ໃນລະດັບໃດ ?

	ດີຫຼາຍ	ພໍປານກາງ	ບໍ່ດີ
ອ່ານ ອັງກິດ.	_____	_____	_____
ຂຽນ ອັງກິດ.	_____	_____	_____
ເວົ້າ ອັງກິດ.	_____	_____	_____
ເວົ້າໃນ ຫ້ອງຮຽນ ອັງກິດ.	_____	_____	_____
ເວົ້າໃນ ຊີວິດປະຈຳວັນ.	_____	_____	_____
ເລກ (ຄະນິດສາດ).	_____	_____	_____
ວິທະຍາສາດ.	_____	_____	_____
ວິທະຍາສາດ.	_____	_____	_____
ອື່ນໆ -- ລະບຸຫົວຂໍ້:			
_____	_____	_____	_____
_____	_____	_____	_____

8. ຖ້າທ່ານຮູ້ສຶກວ່າ ມີຄວາມຫຍຸ້ງຍາກໃນ ພາສາອັງກິດ ເພີ່ມເຕີມ, ຂ້າງລຸ່ມນີ້ ຄຳໃດແດ່ ທີ່ທ່ານຢາກໃຫ້ ຫ້ອງຮຽນ ໃຫ້ໄດ້ ? (ໝາຍໝຸກຂໍ້ ທີ່ກົງກັບ ຄວາມຕ້ອງການ ຂອງທ່ານ).

_____ ໃຫ້ ຄູສອນ ຫລື ຄູຜູ້ຊ່ວຍ ທີ່ປາກໄດ້ ທັງລາວ ແລະ ອັງກິດ.
_____ ໃຫ້ ຄູພິເສດ (TUTOR) ທີ່ປາກ ພາສາລາວ ເປັນ ມາຊ່ວຍ ທ່ານ ໃນການ ເຮັດການບ້ານ.
_____ ໃຫ້ ຄູຜູ້ ທີ່ ໃຫ້ ທັງ ພາສາ ລາວ ແລະ ອັງກິດ ໃນ ທຸກໆ ຂະແໜງວິຊາ ທີ່ ຮຽນ.
_____ ມີຜູ້ໃດ ຜູ້ນຶ່ງ ທີ່ ທ່ານ ສາມາດ ນຳ ປຶ້ມ ຫາ ຫລື ຂໍ້ ຂັ້ນຕອນ ຂອງ ທ່ານ ໄປ ປຶກ ສາ ຫາ ລື ນຳ ໃຊ້ ດ້ວຍ ພາສາ ລາວ.
_____ ອື່ນໆ -- ລະບຸ ຫົວ ຂໍ້ ທີ່ ຕ້ອງ ການ: _____

9. ທ່ານ ຢາກ ຮຽນ ວິຊາ ຫຍັງ ຂອງ ສະ ເພາະ ດ້ານ ໃດ ໜຶ່ງ ໃນ ຫລັກ ສູດ ຕໍ່ໄປ ນີ້ ?

ก. กะเสดสิลปะสา (ภาษาสิลปะสาก่ยวกับกะสิกัม).

2. ทุระกิจ และ งาน ทั่วๆภาม
(Business and Office Education).

ก. ภาม ขาย และ ภาม ตลาด.
(Sales and Marketing).

J. อาชีพ ก่ยวกับ สาทาระนะสุก.
(Health Occupation).

ช. เคหะสาด -- วิชาภาม เรือน.
(Home Economics).

ส. ภาม ช่าง (ไฟฟ้า, เครื่อง เขียน, ออก เขียน).

ฐ. ช่าง อาชีพ และ อุตสาหะกัม (อิเล็กโทรนิก และ จาด).
(Trade and Industrial Occupation).

ย. อื่น.

ง. อื่นๆ -- ขึ้นทัวะที่ ยาม ที่ ส่งว่า ขึ้นภาม.

10 ในลายการเหล่านี้ ท่านรู้มากที่สุดในเรื่องใด ?

11. ถ้าหากว่ามีคุณสมบัติที่ปรากฏทั้งความสามารถและความสนใจ ท่านปรารถนาเข้าเรียนในลายการใด ?

12. ຖ້າຫາກວ່າ ດຸ່ວນີ້ ທ່ານ ບໍ່ໄດ້ ໄປ ໂຮງຮຽນ ວາງສ ທ່ານ ຈະ ເຮັດ ແນວ ໃດ ກະລຸນາ ບອກ ເຫດຜົນ.

_____ ບໍ່ ຮູ້ ຈັກ ເຖິງ ວາງສ ຈະ ຮຽກ ຮຽນ ມາ ກ່ອນ.
_____ ຄວາມ ຮູ້ ທາງ ພາສາ ອັງກິດ ບໍ່ ພຽງ ພໍ ທ່ານ ຈະ ເຂົ້າ ໃຈ ການ ສອນ ຂອງ ຄູ.
_____ ນາຍ ຄູ ຫລື ຜູ້ ແນະ ນໍາ (COUNSELOR) ແນະ ນໍາ ບໍ່ ໃຫ້ ເຂົ້າ ຮຽນ.
_____ ທ່ານ ປາກ ໄປ ອີ ຫຍັ ງ ລັ ບ ຫລື ມະ ຫາ ອີ ຫຍັ ງ ລັ ບ. ຫລາ ຍ ກ່ ວ າ.
_____ ທ່ານ ບໍ່ ສົນ ໃຈ ເຖິງ ວາງສ ຈະ ຮຽກ ຮຽນ (ຮຽກ ຮຽນ ຫາ ງ ວິ ຊາ ຊີ ບ).
_____ ພໍ ແມ່ ບໍ່ ປາກ ໃຫ້ ເຂົ້າ ຮຽນ ວາງສ ຈະ.
_____ ບ່ ອນ ຮຽນ ປູ ກ ໂພ ດ.
_____ ບໍ່ ມີ ຣົ ຖ ໜຽ ວ.
_____ ຫລັ ກ ສູ ດ ທີ່ ຕັ ງ ການ ບໍ່ ມີ.
_____ ຈໍ ານວນ ນັ ກ ຮຽນ ເຕັ ມ ຫັ ງ ກ່ ອນ ແລ ້ ວ.
_____ ເຄີ ຍ ໄປ ເຂົ້ າ ມາ ແລ ້ ວ ຊ ່ ວ ຍ ບໍ່ ໄດ ້.
_____ ຖ້ ານ ທ ່ ານ ຮຽນ ຢູ ່ ບ ່ ອ ນ ຈ ຸ ລ ະ ຈ ຸ ລ.
_____ ບໍ່ ມີ ຜູ ້ ໃ ດ ເບິ ່ ງ ເດັ ກ ນ ້ ອ ຍ ໃ ຫ ້.
_____ ເຫດ ຜົ ນ ອ ື ່ ນ -- ອະ ທິ ບາ ຍ: _____

_____

_____

13. ຂ ້ ອ ງ ຈ ່ ວ ນ ນ ້ ອ ຍ ທ ີ ່ ສ ຸ ດ ກ ັ ບ ເ ຫ ດ ຜ ົ ນ ກ ່ ຽ ວ ກ ັ ບ ການ ຕ ັ ດ ສ ິ ນ ໃ ຈ ໄ ປ ໃ ນ ອ ະ ນ າ ຄ ົ ດ ຂ ອ ງ ທ ່ ານ ?
(ໝາ ຍ ໜ ຸ ກ ຂ ໍ ້ ທ ີ ່ ຖ ືກ ກ ັ ບ ເ ຫ ດ ຜ ົ ນ ກ ່ ຽ ວ ກ ັ ບ ການ ຕ ັ ດ ສ ິ ນ ໃ ຈ ໄ ປ ໃ ນ ອ ະ ນ າ ຄ ົ ດ ຂ ອ ງ ທ ່ ານ).

_____ ຮຽນ ທີ ່ ນ ັ ້ ນ ໃ ຫ ້ ຈ ົ ບ ໄ ວ ກ ວ ່ າ
_____ ຈ ົ ບ ອ ອ ກ ໂ ຮ ງ ຮຽ ນ ໄ ວ ກ ວ ່ າ ກ ່ ອ ນ ຮ ຸ ່ ນ ອ ື ່ ນ ໆ ປ ະ ກ າ ສ.
_____ ຫາ ເ ຂ ົ ້ າ ຮ ັ ບ ການ ຈ ັ ບ ຮ ຽ ມ ແ ບ ບ ປ ະ ກ ອ ບ ວ ິ ຊ າ ຊ ີ ບ (ON-THE-JOB TRAINING).
_____ ເ ຮ ັ ດ ວ ຽ ກ ເ ຕ ັ ມ ເ ວ ລ າ.
_____ ເ ຮ ັ ດ ວ ຽ ກ ບ ໍ ່ ເ ຕ ັ ມ ເ ວ ລ າ ໄ ປ ນ ໍ າ ເ ຂ ົ ້ າ ຮ ຽ ນ ໄ ປ ນ ໍ າ.
_____ ເ ຂ ົ ້ າ ອ ີ ຫ ຍ ັ ງ ລ ັ ບ ຫ ລ ັ ກ ສ ູ ດ 2 ປ ີ.
_____ ເ ຂ ົ ້ າ ອ ີ ຫ ຍ ັ ງ ລ ັ ບ ຫ ລ ັ ກ ສ ູ ດ 4 ປ ີ.
_____ ເ ຂ ົ ້ າ ຮ ຽ ນ ວ ິ ຊ າ ຊ ີ ບ ຫ ລ ື ຮ ຽ ນ ການ ຊ ່ າ ງ.
_____ ເ ຂ ົ ້ າ ຮ ຽ ນ ທ ຸ ລ ະ ກ ິ ດ.
_____ ຍ ້ າ ຍ ບ ່ ອ ນ ຢ ູ ່.
_____ ເ ຕ ່ ງ ງ ານ ສ ິ ້ ນ ສ ຸ ດ ລ ົ ງ.
_____ ບ ໍ ່ ຮ ູ ້ ວ ່ າ ຈ ະ ເ ຮ ັ ດ ຫ ຍ ັ ງ ເ ທ ່ ່ ອ.
_____ ອ ື ່ ນ ໆ -- ອ ະ ທ ິ ບ າ ຍ : _____

_____

_____

ກ່ຽວກັບ ການ ຫາ ອາຊີບ ຂອງ ທ່ານ.

14. ທ່ານ ມີ ອາຊີບ ໃດ ທີ່ ທ່ານ ສົນໃຈ ກ່ອນ ໝູ່ ?

____ ອາຊີບ ທີ່ ຕ້ອງ ການ ປະຣິນຍາ.
____ ຂາຍ ການ ຄ້າ.
____ ຊ່າງ ສ້ອມ ໃຕ ກົງ ຣົດ.
____ ຊ່າງ ປຸກ ສ້າງ (ເຮືອນ ຊານ).
____ ຊ່າງ ເຕັນ ເປຍ.
____ ຊ່າງ ຈອດ.
____ ກ່ຽວ ກັບ ເຮັດ ເຄື່ອງ ມື ແລະ ແມ່ ແບບ (TOOL AND DIE).
____ ອີເລັກ ໂທ ນິກ.
____ ການ ຜົນ.
____ ຂາຍ ການ ຄ້າ ປີກ ຕີ ແຈ.
____ ກ່ຽວ ກັບ ການ ເຮັດ ເຄື່ອງ ນຸ່ງ.
____ ຮັກ ສາ ກົດ ໝາຍ (ຕໍ ຣວດ).
____ ຫ ນ ຣະ ກິ ຈ ສ ກ ສາ ວ ແ ຊ ນ ເ ລ ຂ າ ນ ຸ ການ.
____ ອື່ ນ ໆ -- ອະ ທິ ບາ ຍ: _____

_____

_____

15. ບຸ ກ ຄົ ນ ປະ ເ ພ ດ ໃ ດ ທີ່ ທ່ ຽ ງ ໃ ຈ ທ ້ ຳ ວ ຽ ກ ນ ຳ ກ ່ ຽ ວ ກ ັ ບ ການ ເ ລ ືອ ກ ອ າ ຊ ີ ບ ແ ກ ່ ທ ່ ານ ໄ ດ ້ ດ ີ ຂ ນ າ ດ ໃ ດ ? (ຂ ີ ດ ເ ຄ ື ອ ງ ໝ າ ຍ ໜ ຶ ກ ຂ ີ).

	ຄ ິ ດ ວ ່ າ	ຄ ິ ດ ບ ໍ ່ ແ ນ ່	ບ ໍ ່ ໄ ດ ້ ເ ຮ ື ່ ອ ງ
ພໍ ່ ແ ມ ່ ຫ ລ ື ຜ ູ ້ ປ ົ ກ ຄ ອ ງ	____	____	____
ພ ີ ່ ນ ້ ອ ງ	____	____	____
ຄົ ນ ຂ ັ ງ ບ ້ ານ ຫ ລ ື ໝ ູ ່ ເ ພ ື ່ ອ ນ	____	____	____
ໝ ູ ່ ໃ ຮ ຽ ນ	____	____	____
ນ າ ຍ ຄ ູ	____	____	____
ອ າ ຈ ານ ແ ນ ະ ນ ຳ ປ ະ ຈ ຳ ໃ ຮ ຽ ນ	____	____	____
ພ ະ ນ ັ ກ ງ ານ ສ ູ ນ ເ ຄ າ ະ ປ ະ ຈ ຳ ໃ ຮ ຽ ນ	____	____	____
ຜ ູ ້ ອ ື ່ ນ -- ຣ ະ ບ ຸ ປ ະ ເ ພ ດ :			
_____	____	____	____

16. ທ່ານຄິດວ່າ ຢາກຊາບ ລາຍລະອຽດ ເພີ່ມເຕີມ ຫລື ຕ້ອງການ ການຊ່ວຍເຫລືອ ແນະ ກ່ຽວກັບ ລາຍການ ຂ້າງລຸ່ມນີ້ ? (ຖືກຂໍ້ໃດ ໝາຍ ໜຶ່ງຂໍ້).

	ຄິດວ່າຫລາຍ	ຄິດວ່າແຕ່	ບໍ່ຄິດວ່າ
ກ. ລາຍລະອຽດ ກ່ຽວກັບ ການສຶກສາ ອົບຮົມ.	_____	_____	_____
ຂ. ວິທີ ກະໂຄງການ ອາຊີບ	_____	_____	_____
ຄ. ລາຍລະອຽດ ກ່ຽວກັບວຽກ ການແນະ ອາຊີບຕ່າງໆ.	_____	_____	_____
ງ. ລາຍລະອຽດ ກ່ຽວກັບ ການຈັດຮຽນ ຫລັກສູດ	_____	_____	_____
ຈ. ລາຍລະອຽດ ກ່ຽວແກ່ ວຽກຫລັກ ຕ້ອງມີ ການອົບຮົມ ຫລັກໃດ	_____	_____	_____
ສ. ລາຍລະອຽດ ກ່ຽວແກ່ ລາຍການ ອາຊີວະ ສອນໃຫ້ ຄູ ທີ່ຮູ້ ທັງໝົດ ສາມາດ ແນະ ອັງກິດ.	_____	_____	_____
ຊ. ອື່ນໆ -- ຂໍ້ທ້ວຍ ທີ ບາຍ:			
_____			
_____			
_____	_____	_____	_____

17. ແຕ່ ລະ ຂໍ້ ຂ້າງ ລຸ່ມ ນີ້ ທ່ານ ຄິດ ວ່າ ຂໍ້ ໃດ ມີ ຄວາມ ສຳຄັນ ໃນ ການ ຊ່ວຍ ຄົນ ຫາ ງານ?

	ມີ ຄວາມ ສຳຄັນ ຫລາຍ	ບໍ່ ຄ່ອຍ ມີ	ບໍ່ ມີ ຄວາມ ສຳຄັນ	ບໍ່ ຮູ້
- ການ ຝຶກ ສອນ ແນະ ແນວ ກ່ຽວ ກັບ ການ ເລືອກ ອາຊີບ ຫລື ເລືອກ ວຽກ.	____	____	____	____
- ການ ສຶກ ສາ ອົບ ຮົມ ວິ ຊາ ຊີບ .. ອົບ ຮົມ ກ່ອນ ວຽກ.	____	____	____	____
- ອົງ ການ ຫລື ບໍ ລິ ສັດ ຫາ ວຽກ ທີ ເຫັ ນ ຄົນ.	____	____	____	____

ກ່ຽວ ກັບ ປະ ຫວັ ດ ຂອງ ທ່ານ

ຂໍ ຖາມ ໃນ ພາກ ສ່ວ ນ ທ້າຍ ນີ້ ແມ່ນ ເພື່ ອ ນຳ ໄປ ປຽບ ທຽບ ກັ ບ ຄຳ ຕອບ ຈາກ ຜູ້ ຮັ ບ ການ ສຳ ພາດ ອື່ ນໆ ທັ ງ ເພດ ຊາຍ ແລະ ຍິ ງ ແລະ ຕ ອ ບ ຕ ່ າ ງ ກັ ນ ແລະ ຕ ອ ບ ໃ ຫ ້ ເ ພ ດ

Encuesta para estudiantes

Introducción

Los programas de educación vocacional ayudan a las personas a obtener el entrenamiento que necesitan para encontrar trabajo. Esta encuesta es parte de un proyecto que trata de identificar qué clases de educación vocacional quieren recibir los hispanos. Sus respuestas nos ayudarán a mejorar los programas vocacionales para nuestra gente porque nos darán información muy útil a los programas vocacionales del estado, a las escuelas locales, y a nuestra comunidad misma. Esta encuesta es anónima. Por favor, NO PONGA su nombre en ninguna parte de este cuestionario.

PREGUNTAS SOBRE LA EDUCACIÓN

1. ¿Asiste a la escuela ahora?

   _____ Sí

   _____ No

2. Si asiste a la escuela, favor de indicar a qué nivel:

   _____ grado 9

   _____ grado 10

   _____ grado 11

   _____ grado 12

   _____ programa de educación para adultos

   _____ colegio de comunidad (community college) o universidad

3. Si no es estudiante ahora, ¿cuál es el grado más alto que terminó?

   _____ grado

4. Si es estudiante, favor de indicar en qué clase de programa está:

   _____ escuela secundaria

   _____ educación para adultos

   _____ escuela vocacional

   _____ escuela de negocios

_____ colegio de comunidad (2 años)

_____ colegio o universidad (4 años)

_____ otro programa -- favor de describirlo: _____

_____

5. ¿Qué idioma habla en su casa?

_____ Español

_____ Inglés

_____ Otra -- favor de especificarla: _____

6. ¿Cómo clasifica su uso del inglés?

_____ Muy bueno

_____ Bueno

_____ No muy bueno

_____ Malo

7. ¿Qué porciento del tiempo habla el idioma?

_____ 100%

_____ 75%

_____ 50%

_____ 25%

_____ menos de 25%

8. ¿Cómo le va en estas clases?

	Muy Bien	Bien	No Muy Bien
Leer inglés	___	___	___
Escribir inglés	___	___	___
Hablar inglés	___	___	___
Entender el inglés hablado	___	___	___
Entender las instrucciones de los maestros	___	___	___
Matemáticas	___	___	___
Ciencias sociales	___	___	___

Otras clases (favor de hacer una lista):

_____ ____ ____ ____

_____ ____ ____ ____

9. Si tiene dificultades con el inglés, ¿cuál de las posibilidades siguientes le ayudaría más con la escuela? (Favor de indicar todas las posibilidades que quisiera tener.)

_____ Tener un maestro o un ayudante del maestro que hable español e inglés.

_____ Tener un tutor de habla española

_____ Tener maestros en cada clase que hablen español e inglés

_____ Tener con quién discutir mis problemas en español

_____ Otra ayuda -- Favor de explicarla: _____

_____

_____

10. ¿Cuáles de los programas vocacionales a la derecha se ofrecen en su escuela ahora?

_____

_____

11. ¿Está inscrito en alguno de estos programas?

_____

_____

12. ¿Cuáles de estos programas estudiaría si los maestros hablarán español e inglés?

_____

_____

a. Educación agraria

b. Educación de negocios y oficina

c. Ventas y distribución de productos

d. Ocupaciones relacionadas con la medicina (enfermería, etc.)

e. Economía del hogar

f. Educación técnica (tecnología de la energia, diseño y dibujo técnico)

g. Comercio e industria (electrónica y soldadura)

h. Otro -- favor de describirlo

13. Si no estudia ahora un programa de educación vocacional, favor de indicar por qué no.

_____ Nunca oí decir nada de la educación vocacional.

_____ No sé suficiente inglés para poder entender las instrucciones o lecciones del maestro.

_____ Mi asesor (consejero) me dijo que no la tomara.

_____ Quiero ir a un colegio o universidad.

_____ No me interesa la educación vocacional.

_____ Mis padres no quieren que estudie la educación vocacional.

_____ La escuela vocacional está demasiado lejos.

_____ No tengo transportación.

_____ No se ofrecen las clases que quiero.

_____ Las clases ya estaban llenas.

_____ Tomé clases antes y no me gustaron.

_____ Las clases vocacionales no se ofrecen a estudiantes de mi grado.

_____ Tengo problemas con arreglar quién me cuide a los niños.

_____ Otras razones -- favor de describirlas: _____

_____

_____

14. ¿Cuáles de estas frases describen mejor sus planes para el futuro? (Favor de indicar todas las frases apropriadas.)

_____ terminar la escuela secundaria

_____ dejar la escuela antes de graduarme

_____ recibir entrenamiento en el trabajo (on-the-job training) o como aprendiz.

_____ trabajar a tiempo completo

_____ trabajar a tiempo parcial y asistir a la escuela

_____ asistir a un colegio de comunidad (2 años)

_____ asistir a una universidad (4 años)

_____ asistir a una escuela vocacional o técnica

_____ asistir a una escuela de negocios

_____ mudarme a otra parte

_____ casarme

_____ no lo sé todavia

_____ otros planes -- Favor de explicarlos: _____

_____

_____

PREGUNTAS SOBRE SUS PLANES PARA EL EMPLEO

15. ¿Qué ocupaciones a carreras le interesan más?

_____ una profesión que requiera un título universitario

_____ mecánico de autos

_____ carrocería de autos

_____ construcción y ocupaciones relacionadas

_____ dibujo técnico

_____ soldadura

_____ talladura de herramientas

_____ electrónica

15. (continúa el número 15)

_____ imprenta comercial

_____ mecánico de diesel

_____ economía del hogar -- ropa

_____ policía

_____ educación de negocios -- secretarial

_____ otro -- Favor de describirlo: _____

_____

16. ¿Qué tan útil han sido las siguientes personas en ayudarle a tomar una decisión sobre la carrera? (Favor de indicar todas las personas que le ayudarón.)

	Mucha Ayuda	Algo de Ayuda	Nada de Ayuda
Padres/Guardianes	____	____	____
Otros parientes	____	____	____
Vecinos/Amigos	____	____	____
Amigos de la escuela	____	____	____
Maestros	____	____	____
Asesores (Consejeros) de la escuela	____	____	____
Trabajadores sociales de la escuela	____	____	____
Otras -- Favor de describirlas: _____			
_____	____	____	____

17. ¿Tiene interés en recibir más información o ayuda con respecto a cada uno de los temas siguientes? (Favor de indicar una respuesta en cada caso.)

	Esta Muy Interesado	No Tiene Mucho Interés	No Esta Interesad
a. información sobre la educación vocacional	_____	_____	_____
b. cómo planear una carrera	_____	_____	_____
c. información sobre ocupaciones y carreras diferentes	_____	_____	_____
d. Información sobre varios tipos de entrenamiento especial	_____	_____	_____
e. entrenamiento necesario para un empleo en particular	_____	_____	_____
f. información sobre programas vocacionales	_____	_____	_____
g. otra información (favor de especificar):			
_____	_____	_____	_____
_____			
_____			

18. ¿Que tan útil le parece cada uno de los siguientes servicios en el proceso de encontrar trabajo?

	Muy útil	Util	No le es útil	No sé
a. asesoramiento vocacional (discusión de empleos y carreras posibles)	_____	_____	_____	_____
b. servicios de empleo (agencias que le ayudan a encontrar trabajo)	_____	_____	_____	_____
c. educación vocacional (entrenamiento para el empleo)	_____	_____	_____	_____

INFORMACION DEMOGRAFICA

Estas últimas preguntas nos permiten comparar las respuestas de hombres y de mujeres, de personas de diferentes edades, y también las necesidades de personas de diferentes partes del estado.

19. Ud. es: mujer _____ hombre _____

20. ¿Cuántos años tiene? _____

21. ¿Cómo describiría el área donde vive?

_____ campo

_____ pueblo pequeño (de 5,000 a 25,000 personas)

_____ suburbio (las afueras de una gran ciudad)

_____ ciudad (más de 25,000 personas)

Muchísimas gracias por su ayuda. Háganos el favor de escribir cualquier comentario o ideas que quisiera compartir con nosotros en el espacio que sigue o en otras hojas de papel.

Vietnamese Students Survey

BẢN THAM-KHẢO Ý-KIẾN DÀNH CHO HỌC SINH

DẪN NHẬP

Chương trình huấn-nghệ nhằm mục dích giúp mọi người học hỏi thêm một số kiến thức chuyên nghiệp cần cho công việc tìm việc làm. Bản tham-khảo ý-kiến này là một phần của chương trình nhằm mục dích tìm hiểu loại chương trình huấn nghiệp nào mà người Việt-Nam thấy thích hợp. Những ý-kiến trả lời của anh/chị sẽ có ích cho sự bổ khuyết chương trình huấn nghiệp của tiểu bang, của trường địa phương, và của cộng đồng của anh/chị, để phục vụ hữu hiệu hơn người đồng hướng của anh/chị.

Mong anh/chị vui lòng cộng tác vào sư tham-khảo ý-kiến này. Xin điền vào những khoảng trống trong bản tham-khảo ý-kiến này.

Xin thành thật cám ơn các ý-kiến xây-dựng và sự hợp tác của anh/chị.

XIN CHO BIẾT VỀ VIỆC HỌC HÀNH CỦA ANH/CHỊ

1. Hiện nay anh/chị đang ghi tên học ở một trường công?

_____ Có _____ Không

2. Anh/Chi đang học lớp nào? (Xin đánh dấu chéo X vào hàng thích ứng)

_____ Lớp 9

_____ Lớp 10

_____ Lớp 11

_____ Lớp 12

_____ Ghi danh ở một chương trình giáo dục tráng niên

_____ Chi danh ở một trường đại học cộng đồng hoặc một viện đại học

3. Nếu anh/chị hiện không phải là sinh viên, vậy anh/chị đã học xong đến lớp nào rồi?

_____

4. Nếu anh/chị đang ghi danh học, xin cho biết đang theo học ở loại trường nào dưới đây:

_____ Trường trung học

_____ Chương trình giáo dục tráng niên

_____ Trường huấn nghệ

_____ Trường thương nghiệp

_____ Trường đại học cộng đồng

_____ Trường đại học hay viện đại học

_____ Loại trường khác. Xin anh/chị ghi rõ ràng: _____

_____

5. Ngoài tiếng Anh, ở nhà anh/chị thường nói:

_____ Tiếng Á-rập

_____ Tiếng Việt

_____ Tiếng Tàu

5. (Tiếp theo câu hỏi số 5)

_____ Tiếng Lào

_____ Tiếng khác. Xin anh/chị tả rõ: _____

_____

6. Trung bình anh/chị dùng tiếng nầy bao nhiêu phần trăm?

_____ 100%

_____ 75%

_____ 50%

_____ 25%

_____ ít hơn 25%

(7) →

8. Xin anh/chị tự ước lượng trình độ Anh ngữ của mình:

	Rất giỏi	Tạm được	Không giỏi
Đọc tiếng Anh	____	____	____
Viết tiếng Anh	____	____	____
Nói tiếng Anh	____	____	____
Hiểu cuộc đàm thoại Anh ngữ	____	____	____
Hiểu lời giảng của giáo sư	____	____	____

8. Trong những ngành/môn học sau đây anh/chị tự ước lượng mình:

	Rất giỏi	Tạm được	Không giỏi
Toán học	____	____	____
Xã hội học	____	____	____
Khoa học	____	____	____
Những môn học khác: (Xin ghi rõ)	____	____	____

_____

_____

9. Nếu anh/chị cảm thấy khó khăn vì Anh ngữ, xin cho biết trong những mục sau đây mục nào sẽ giúp anh/chị học khá hơn ở trường? (Xin đánh dấu chéo X vào những mục cho là cần thiết nhất)

_____ Có một giáo sư Mỹ hay một giáo sư phụ biết nói tiếng của anh/chị

_____ Có một giáo sư riêng biết nói tiếng của tôi để giúp tôi làm bài tập tại nhà

_____ Có giáo sư biết nói tiếng của tôi trong mọi môn học

_____ Có một người đồng hương để chỉ dẫn tôi về những vấn đề khó khăn

_____ Anh/chị có gì khác hơn trên, xin giải thích: _____

_____

Xin anh/chị xem danh sách các ngành học ngang dây để trả lời các câu hỏi 10, 11, và 12

10. Trong những ngành ghi bên cạnh, nơi trường anh/chị đang học có ngành nào?

_____

11. Anh/chị hiện đang ghi tên học ngành nào?

_____

12. Anh/chị sẽ học ngành nào nếu có giáo sư nói tiếng Anh và tiếng của anh/chị đảm nhận giảng dạy?

_____

a. Ngành canh nong
b. Ngành hành chánh/kế toán
c. Ngành thương mãi
d. Ngành y tế
e. Ngành gia chánh
f. Ngành kỷ thuật máy
g. Ngành kỷ thuật điện, điện tử v.v ...
h. Không ngành nào cả
i. Ngành khác. (Xin anh/chị diễn tả rõ ràng)

13. Anh/chị hiện chưa/không ghi tên học ở một chương trình huấn nghệ, xin cho biết tại sao.

_____ Tôi chưa bao giờ nghe nói đến chương trình huấn nghệ này

_____ Trình độ Anh ngữ của tôi còn kém để hiểu lời giảng và bài giảng của giáo sư

_____ Giáo sư cố vấn của tôi khuyên tôi không nên học

_____ Tôi chỉ muốn vào học ở đại học

_____ Tôi không thích học nghề

_____ Cha mẹ tôi không muốn cho tôi học nghề

_____ Trường có chương trình huấn nghệ quá xa nhà tôi

_____ Tôi không có phương tiện đi chuyển

_____ Môn học tôi muốn thì không có dạy. (Xin ghi rõ môn này:_____)

_____ Lớp học quá đông tôi ghi danh không được

_____ Trước đây tôi có học một lần, nhưng tôi không thích chương trình này

_____ Lớp huấn nghệ không dạy theo trình độ của tôi

_____ Tôi có con còn nhỏ và phải lo việc gia đình

_____ Lý do khác. Xin anh/chị cho biết:_____

_____

14. Trong những mục sau đây, xin anh/chị cho biết mục nào diễn tả đúng nhất cho tương lai dự định của anh/chị:

_____ Học xong bậc trung học

_____ Không cần hết chương trình trung học

_____ Đi ngay vào chương trình huấn nghệ

_____ Đi tìm việc làm (40 giờ mỗi tuần)

_____ Sẽ làm việc ít giờ và đi học thêm

_____ Sẽ học hết hai năm đầu ở đại học

_____ Sẽ học hết bốn năm ở đại học

_____ Sẽ học ở trường kỹ thuật

14.

_____ Sẽ học về ngành thư ký văn phòng

_____ Sẽ dời đi chỗ khác

_____ Sẽ lập gia đình

_____ Tôi chưa biết rõ sẽ làm gì

_____ Các lý đo khác: (Xin anh/chị diễn tả rõ):_____

_____

XIN ANH/CHỊ CHO BIẾT VỀ DỰ DỊNH NGHỀ NGHIỆP CỦA MÌNH

15. Anh/Chị thích công việc hay nghề nghiệp gì nhất theo như sau đây?

_____ Một công việc cần có bằng cấp của đại học

_____ Chuyên viên sửa máy xe hơi

_____ Chuyên viên sửa chửa giàn dồng xe hơi

_____ Thầu khoán (xây cất, sửa chửa, điện nước, v.v...)

_____ Chuyên viên về quảng cáo

_____ Thợ hàn

_____ Thợ nắn dúc khuôn

_____ Chuyên viên điện tử

_____ Thợ in

_____ Thợ chửa máy chạy bằng dầu ma dút (diesel)

_____ Học về gia chánh

_____ Phụ tá văn phòng luật sư

_____ Thư ký văn phòng

_____ Nghề khác. Xin anh/chị tả rõ:_____

_____

_____ Tôi chưa biết

16. Trong những người sau đây anh/chị nhận thấy ai sẽ giúp mình trong sự chọn lựa nghề nghiệp?

	Rất hữu hiệu	Hữu hiệu	Không hữu hiệu
Cha me hay người đỡ đầu	____	____	____
Họ hàng	____	____	____
Bạn cùng trong xóm	____	____	____
Bạn bè trong trường	____	____	____
Người cố vấn ở trường	____	____	____
Người cố vấn ở bộ xã hội	____	____	____
Người khác. (Xin tả rõ)	____	____	____

_____

17. Nếu anh/chị nhận được tin tức về nghề nghiệp hay công việc làm ăn, thì anh/chị cảm thấy thế nào? (Xin trả lời tất cả các mục sau đây)

	Rất thích	Thích	Không thích
a. Tin tức về huấn nghệ	____	____	____
b. Tin tức về công việc làm	____	____	____
c. Tin tức về các công việc và nghề nghiệp khác hơn nghề của tôi	____	____	____
d. Tin tức về những chương trình huấn luyện đặc biệt	____	____	____
e. Tin tức về việc huấn luyện cho một ngành nghề đặc biệt	____	____	____
f. Tin tức về chương trình huấn nghệ với các giáo sư biết cùng thứ tiếng của tôi và cả tiếng Anh	____	____	____

17. (Tiếp theo câu hỏi số 17)

	Rất thích	Thích	Không thích
g. Tin tức về các việc khác (Xin anh/chị vui lòng giải thích rõ)	____	____	____

_____

_____

_____

18. Xin anh/chị cho biết ý kiến về các mục sau dây đối với sự tìm việc.

	Rất có ích	Có ích	Vô ích	Tôi không biết
a. Cần có sự cố vấn và hướng dẫn cho quí vị trong sự tìm việc	____	____	____	____
b. Cần có sở tìm việc và giới thiệu công việc cho anh/chị	____	____	____	____
c. Cần có trường huấn nghệ dạy cho anh/chị có một nghề	____	____	____	____

Sau cùng xin anh/chị trả lời một vài câu hỏi cuối cùng để so sánh về các ý kiến trả lời khác nhau của mọi người trong những vùng khác nhau của tiểu bang.

19. Xin cho biết anh/chị thuộc phái _____ Nữ _____ Nam

20. _____ tuổi

21. Xin anh/chị cho biết hiện nay anh/chị sống ở vùng nào?

_____ Thôn quê của tiểu bang Michigan

_____ Thành phố nhỏ của tiểu bang Michigan

_____ Ngoại ô thành phố

_____ Thành phố lớn của tiểu bang

XIN THÀNH THẬT CẢM TẠ ANH/CHỊ

Nếu anh/chị có ý kiến khác hơn và muốn đóng góp thêm, xin anh/chị viết vào khoảng trống dưới đây.

APPENDIX I

PARENTS' SURVEYS

استفتاء الاهالي

مقدمة

تساعد البرامج المهنية التربوية الناس على التدريب اللازم لهم للحصول على عمل . هذا الاستفتاء هو جزء من مشروع يحاول كشف نوعية التدريب المهني الذي يريده العرب . ان اجوبتك ستساعد على تحسين البرامج المهنية الولايوية ، للمدارس المحلية ، ولجاليتك . يبقى هذا الاستفتاء مجهول الهوية . لا تكتب او تسجل اسمك في مكان على هذا الاستفتاء.

معلومات عن ثقافة اولادكم

١ - ما هي اللغة المحكية في بيتكم ؟

____ العربية

____ الانكليزية

____ اية لغة اخرى -- ما هي _____

٢ - هل تشعر بان اولادكم لا يقومون بعمل جيد في المدرسة بسبب الصعوبة في اللغة الانكليزية

____ نعم

____ كلا

٣ - اذا كان لك ان تختار ،في اي برنامج من البرامج المهنية تسجل اولادك

____ في برنامج مهني انكليزي مع اساتذة يتكلمون الانكليزية فقط

____ في برنامج مهني مع اساتذة يتكلمون لغتي العربية و الانكليزية

____ ليس في اي برنامج

____ في برنامج اخر -- صفه _____

_____

_____

Parents Survey (Arabic)

معلومات عن ثقافتك ومستوى تعليمك انت

٤ - ما هو اعلى صف مدرسي او جامعي انهيته ؟ ضع اشارة على واحدة :

____ من الصف الاول حتى السادس (ابتدائي)

____ من الصف السابع حتى التاسع (تكميلي)

____ من الصف العاشر حتى الحادي عشر (ثانوي)

____ خريج هاي سكول (بكالوريا)

____ بضع سنوات من كلية محلية ، كلية عليا ، او مدرسة مهنية

____ خريج كلية محلية ، او مدرسة مهنية

____ بضع سنوات من جامعة

____ خريج جامعة

____ دراسات عليا (ماجستير او دكتوراه)

٥ - ما هو مدى قدرتك على استعمال اللغة الانكليزية ؟

____ جيد جدا ____ ليس كثيرا

____ جيد ____ لا اجيدها

٦ - هل انت مسجل في اي برنامج مهني ؟

____ نعم (اذا اجبت بنعم ،لا تجاوب على سؤال رقم ٨)

____ لا (اذا اجبت بلا ، لا تجاوب على سؤال رقم ٧)

٧ - في اي برنامج من البرامج التالية ؟

____ الزراعة

____ الاعمال والعلوم المكتبية (ادارة اعمال)

____ المبيعات والتسويق (تجارة)

____ المهن الصحية (تمريض)

____ الاقتصاد المنزلي (تدبير منزلي)

____ العلوم التكنولوجية (تكنولوجيا الطاقة ، الرسم الصناعي ، تصميم)

____ التجارة والصناعات (الكهربائية ،واللحام)

____ اي برنامج اخر -- صفه _____

_____

٨ ـ ماهي افضل الاسباب التالية التي تمنعك الان من التسجيل في برنامج مهني تربوي ؟
(ضع اشارة على كل الاسباب المناسبة)

____ ليس لي علم باي برنامج موجود حتى آخذه
____ جميع الاساتذة لا يتكلمون لغتي (العربية)
____ اريد ان انتسب الى كلية او جامعة
____ لا احبذ التعليم المهني
____ انا بحاجة للعمل الستر (التكامل الساعات)
____ لا تدرس الصفوف في وقت مناسب
____ العدة المهنية غير متوفرة
____ ليس لدي وسيلة نقل (سيارة ،الخ)
____ الصفوف كانت مقفلة بسبب اكتمال عدد الطلاب
____ حضرت بعض الصفوف ولم تعجبني
____ لدي بعض المشاكل في تامين من يعتني باطفالي
____ اسباب اخرى ـ اذكرها من فضلك _____

_____

_____

٩ ـ لو اعطي لك الخيار ،في اي البرامج المهنية تنتسب ؟
____ التعليم المهني مع اساتذة يتكلمون الانكليزية فقط
____ التعليم المهني مع اساتذة يتكلمون لغتي العربية بالاضافة الى الانكليزية
____ لا رغبة لي بالتعليم المهني

١٠ ـ هل انت موظف حاليا ؟
____ نعم ،عمل ذات ساعات محدودة ،مؤقت (العمل سيتوقف قبل ستة اشهر)
____ نعم ،عمل ذات ساعات محدودة ،دائمة
____ نعم عمل كامل ،دائم (العمل سيتوقف قبل ستة اشهر)
____ نعم عمل كامل ،دائم
____ كلا ،ولكنني ابحث عن عمل
____ كلا ،لا افتش عن عمل

١١ - ما هو مدى اهتمامك في الحصول على تدريب له علاقة بالعمل او تدريب زائد ؟

_____ مهتم جدا

_____ اهتمام وسط

_____ لست مهتما (رجاء لا تجاوب على سؤال رقم ١٢)

١٢ ما هو نوع التدريب الاكثر فائدة لك ؟ (نرجو ان تصف ذلك على اكمل وجه)

_____

_____

_____

١٣ - ما هو مدى اهتمامك في الحصول على معلومات اكثر او مساعدة تتعلق في الامور التالية :

(نرجو ان تجيب على جميع الاختيارات)

	مهتم جدا	اهتمام وسط	لست مهتما
أ - معلومات التعليم المهني	_____	_____	_____
ب - كيف تخطط مستقبل مهنتك	_____	_____	_____
ج - معلومات عن اعمال ومهن كثيرة	_____	_____	_____
د - معلومات عن انواع خاصة للتدريب	_____	_____	_____
هـ - التدريب اللازم لعمل معين	_____	_____	_____
و - معلومات عن برامج مهنية يدرس فيها اساتذة يجيدون لغتي العربية بالاضافة للانكليزية	_____	_____	_____
ز - معلومات اخرى اشرح من فضلك	_____	_____	_____

_____

_____

١٤ - ما هي فائدة كل من الامور التالية في مساعدة الناس لايجاد عمل ؟

	مفيد جدا	فائدة وسط	ليس مفيدا	لا اعرف
- المشاورة المهنية العملية (مناقشة اختيارات العمل)	_____	_____	_____	_____
- خدمات للتوظيف (المؤسسات التي تساعد في ايجاد عمل)	_____	_____	_____	_____
- التعليم المهني (التدريب للعمل)	_____	_____	_____	_____

احصائيات

هذه الاسئلة القليلة الاخيرة تمكننا من مقارنة اجوبة الرجال والنساء ،باعمارهم المختلفة وحاجاتهم في مختلف انحاء الولاية .

١٥ - هل انت ذكر _____ انثى _____

١٦ - كم كان عمرك في يوم ميلادك الاخير ؟ _____

١٧ - كيف تصف المنطقة التي تعيش فيها ؟

_____ ريفية _____ بلدة صغيرة (٥٠٠٠ حتى ٢٥٠٠٠ نسمة

_____ ضواحي المدينة _____ مدينة (فوق ٢٥٠٠٠ نسمة)

شكرا جزيلا على مساعدتكم . نرجو ان تسجل اية تعليقات او افكار تريد ان تشاركنا بها على الصفحة ادناه او على مزيد من الصفحات .

استفتاء الاهالي

مقدمة

تساعد البرامج المهنية التربوية الناس على التدريب اللازم لهم للحصول على عمل . هذا الاستفتاء هو جزء من مشروع يحاول كشف نوعية التدريب المهني الذي تريده الجالية الكلدانية . ان اجوبتك ستساعد على تحسين البرامج المهنية الولايوية ، للمدارس المحلية ، ولجاليتك . يبقى هذا الاستفتاء مجهول الهوية . لا تكتب او تسجل اسمك في مكان على هذا الاستفتاء.

معلومات عن ثقافة اولادكم

١ - ما هي اللغة المحكية في بيتكم ؟

____ العربية / الكلدانية

____ الانكليزية

____ اية لغة اخرى -- ما هي _____

٢ - هل تشعر بان اولادكم لا يقومون بعمل جيد في المدرسة بسبب الصعوبة في اللغة الانكليزية

____ نعم

____ كلا

٣ - اذا كان لك ان تختار ،في اي برنامج من البرامج المهنية تسجل اولادك

____ في برنامج مهني انكليزي مع اساتذة يتكلمون الانكليزية فقط

____ في برنامج مهني مع اساتذة يتكلمون لغتي الام والانكليزية

____ ليس في اي برنامج

____ في برنامج اخر -- صفه _____

_____

_____

معلومات عن ثقافتك ومستوى تعليمك انت

٤ - ما هو اعلى صف مدرسي او جامعي انهيته ؟ ضع اشارة على واحدة :

____ من الصف الاول حتى السادس (ابتدائي)

____ من الصف السابع حتى التاسع (تكميلي)

____ من الصف العاشر حتى الحادي عشر (ثانوي)

____ خريج هاي سكول (بكالوريا)

____ بضع سنوات من كلية محلية ، كلية علما ، او مدرسة مهنية

____ خريج كلية محلية ، او مدرسة مهنية

____ بضع سنوات من جامعة

____ خريج جامعة

____ دراسات عليا (ماجستير او دكتوراه)

٥ - ما هو مدى قدرتك على استعمال اللغة الانكليزية ؟

____ جيد جدا ____ ليس كثيرا

____ جيد ____ لا اجيدها

٦ - هل انت مسجل في اي برنامج مهني ؟

____ نعم (اذا اجبت بنعم ، لا تجاوب على سؤال رقم ٨)

____ لا (اذا اجبت بلا ، لا تجاوب على سؤال رقم ٧)

٧ - في اي برنامج من البرامج التالية ؟

____ الزراعة

____ الاعمال والعلوم المكتبية (ادارة اعمال)

____ المبيعات والتسويق (تجارة)

____ المهن الصحية (تمريض)

____ الاقتصاد المنزلي (تدبير منزلي)

____ العلوم التكنولوجية (تكنولوجيا الطاقة ، الرسم الصناعي ، تصميم)

____ التجارة والصناعات (الكهربائية ، واللحام)

____ اي برنامج اخر -- صفه _____

_____

٨ ـ ماهي افضل الاسباب التالية التي تمنعت الا ن من التسجيل في برنامج مهني تربوي ؟
(ضع اشارة على كل الاسباب المناسبة)

____ ليس لي علم باي برنامج موجود حتى آخذه
____ جميع الاساتذة لا يتكلمون لغتي (العربية ،الكلدانية)
____ اريد ان انتسب الى كلية او جامعة
____ لا احبذ التعليم المهني
____ انا بحاجة للعمل المستمر (المتكامل الساعات)
____ لا تدرس الصفوف في وقت مناسب
____ العدة المهنية غير متوفرة
____ ليس لدي وسيلة نقل (سيارة ،الخ)
____ الصفوف كانت مقفلة بسبب اكتمال عدد الطلاب
____ حضرت بعض الصفوف ولم تعجبني
____ لدي بعض المشاكل في تامين من يعتني باطفالي
____ اسباب اخرى ـ ـ اذكرها من فضلك _____

_____

_____

٩ ـ لو اعطي لك الخيار ،في اي البرامج المهنية تنتسب ؟
____ التعليم المهني مع اساتذة يتكلمون الا نكليزية فقط
____ التعليم المهني مع اساتذة يتكلمون لغتي الا م بالاضافة الى الا نكليزية
____ لا رغبة لي بالتعليم المهني

١٠ ـ هل انت موظف حاليا ؟
____ نعم ،عمل ذات ساعات محدودة ،مؤقت (العمل سيتوقف قبل ستة اشهر)
____ نعم ،عمل ذات ساعات محدودة ،دائمة
____ نعم عمل كامل ،دائم (العمل سيتوقف قبل ستة اشهر)
____ نعم عمل كامل ،دائم
____ كلا ،ولكنني ابحث عن عمل
____ كلا ،لا افتش عن عمل

١١ - ما هو مدى اهتمامك في الحصول على تدريب له علاقة بالعمل او تدريب زائد ؟

_____ مهتم جدا

_____ اهتمام وسط

_____ لست مهتما (رجاء لا تجاوب على سؤال رقم ١٢)

١٢ ما هو نوع التدريب الاكثر فائدة لك ؟ (نرجو ان تصف ذلك على اكمل وجه)

_____

_____

_____

١٣ - ما هو مدى اهتمامك في الحصول على معلومات اكثر او مساعدة تتعلق في الامور التالية :

(نرجو ان تجيب على جميع الاختيارات)

	مهتم جدا	اهتمام وسط	لست مهتما
أ - معلومات التعليم المهني	_____	_____	_____
ب - كيف تخطط مستقبل مهنتك	_____	_____	_____
ج - معلومات عن اعمال ومهن كثيرة	_____	_____	_____
د - معلومات عن انواع خاصة للتدريب	_____	_____	_____
هـ - التدريب اللازم لعمل معين	_____	_____	_____
و - معلومات عن برامج مهنية يدرس فيها اساتذة يجيدون لغتي العربية بالاضافة للانكليزية	_____	_____	_____
ز - معلومات اخرى اشرح من فضلك	_____	_____	_____

_____

_____

١٤ - ما هي فائدة كل من الامور التالية في مساعدة الناس لايجاد عمل ؟

	مفيد جدا	فائدة وسط	ليس مفيدا	لا اعرف
- المشاورة المهنية العملية (مناقشة اختيارات العمل)	_____	_____	_____	_____
- خدمات للتوظيف (المؤسسات التي تساعد في ايجاد عمل)	_____	_____	_____	_____
- التعليم المهني (التدريب للعمل)	_____	_____	_____	_____

احصائيات

هذه الاسئلة القليلة الاخيرة تمكننا من مقارنة اجوبة الرجال والنساء ، باعمارهم المختلفة وحاجاتهم في مختلف انحاء الولاية .

١٥ - هل انت ذكر _____ انثى _____

١٦ - كم كان عمرك في يوم ميلادك الاخير ؟ _____

١٧ - كيف تصف المنطقة التي تعيش فيها ؟

_____ ريفية _____ بلدة صغيرة (٥٠٠٠ حتى ٢٥٠٠٠ نسمة

_____ ضواحي المدينة _____ مدينة (فوق ٢٥٠٠٠ نسمة)

شكرا جزيلا على مساعدتكم . نرجو ان تسجل اية تعليقات او افكار تريد ان تشاركنا بها على الصفحة ادناه او على مزيد من الصفحات .

PARENT'S SURVEY

Introduction

Vocational education programs help people get the kind of training they need to find jobs. This survey is part of a project that is trying to find out what types of vocational education you would like to have. Your answers will help improve vocational programs for your people by giving very useful information to state vocational programs, local schools, and your community. This survey is anonymous. DO NOT put your name anywhere on this questionnaire.

ABOUT YOUR CHILDREN'S EDUCATION

1. What language other than English is spoken in your home?

_____	Arabic	_____	Chinese
_____	Chaldean	_____	Laotian
_____	Spanish	_____	H'mong
_____	Vietnamese	_____	Cambodian
		_____	Other:

_____

_____

2. What percentage of the time is that language used?

_____ 100%

_____ 75%

_____ 50%

_____ 25%

_____ less than 25%

3. Do you feel that your children are not doing well in school because they are having difficulty with English?

_____ yes

_____ no

4. Given the choice, in which of the following vocational education programs would you enroll your children?

_____ vocational education with teachers who speak English only

_____ vocational education with teachers who speak your home language and English

_____ none of the above

_____ other -- please describe: _____

_____

_____

ABOUT YOUR EDUCATION

5. What is the highest level of school or college that you have completed? Please check one:

_____ Grades 1 to 6

_____ Grades 7 to 9

_____ Grades 10 to 11

_____ High school graduate

_____ Some community college, junior college, or technical school

_____ Graduate of community college or technical school

_____ Some college

_____ College graduate

_____ Advanced study

6. How well do you think you use the English language?

_____ very well _____ not well

_____ fairly well _____ not at all

7. Are you currently enrolled in any vocational education courses?

_____ yes (if you answer yes, please skip question 8)

_____ no (if you answer no, please skip question 7)

8. Which one of these programs are you in?

_____ Agricultural Education

_____ Business and Office Education

_____ Sales and Marketing

_____ Health Occupations

_____ Home Economics

_____ Technical Education (power technology, drafting, and design)

_____ Trade and Industrial (electronics and welding)

_____ Other -- please describe: _____

_____

9. Which of the following reasons listed below best describe why you are <u>not</u> now enrolled in a vocational education program? (Please check all that apply.)

_____ I don't know of any to take.

_____ None of the teachers speak my home language.

_____ I want to go to a college or university.

_____ I am not interested in vocational education.

_____ The courses cost too much.

_____ I need to work full time.

_____ The courses are not offered at a convenient time.

_____ Vocational facilities are too far away.

_____ I don't have transportation.

_____ The courses I want are not offered.

_____ The classes were filled.

_____ I was in it before and didn't like it.

_____ I am having child care problems.

_____ Other reason(s) -- please describe: _____

_____

_____

10. Given the choice, in which of the following vocational education programs would you enroll? (Please check one.)

_____ Vocational education with teachers who speak English only

_____ Vocational education with teachers who speak my home language and also English

_____ I am not interested in vocational education

ABOUT YOUR CAREER PLANS

11. Are you presently employed?

_____ yes; part-time, temporary (job will last less than 6 months)

_____ yes; part-time, permanent

_____ yes; full-time, temporary (job will last less than 6 months)

_____ yes; full-time, permanent

_____ no; but looking for work

_____ no; not presently looking for work

12. How interested are you in receiving job-related training or additional training?

_____ very interested

_____ somewhat interested

_____ not interested (please skip question 12)

13. What type of training would be most useful to you? (Please describe fully.)

_____

_____

_____

14. How interested would you be in getting more information or assistance about each of the following items? (Please respond to all choices.)

	very interested	somewhat interested	not interested
a. information about vocational education	_____	_____	_____
b. how to plan a career	_____	_____	_____
c. information about different jobs and careers	_____	_____	_____
d. information about special kinds of training	_____	_____	_____

14. (continued)

	very interested	somewhat interested	not interested
e. training required for a particular job	_____	_____	_____
f. information about vocational programs taught by teachers who speak my home language and English	_____	_____	_____
g. other -- please explain:			
_____	_____	_____	_____
_____			
_____			

15. How useful do you think each one of the following is in helping people to find jobs?

	very useful	somewhat useful	not useful	don't know
career/job counseling (discussion of job options)	_____	_____	_____	_____
job placement services (agencies which help in finding jobs)	_____	_____	_____	_____
vocational education (training for jobs)	_____	_____	_____	_____

DEMOGRAPHICS

The last few questions allow us to compare the answers of men and women, different age groups, and the needs of people in different regions in the state.

16. Are you: female _____ male _____

17. How old were you on your last birthday?

_____

18. How would you describe the area where you live?

_____ rural

_____ small town (5,000 to 25,000 people)

_____ suburb

_____ city (over 25,000 people)

Thank you very much for your help. Please write down any comments or ideas that you would like to share with us in the space below or on additional sheets of paper.

ຂໍ້ສຳຣວດສຳລັບຜູ້ເປັນພໍ່ແມ່

ຍິນດີ

ໂຄງການສຶກສາວິຊາຊີບ ຈ່ອຍໃຫ້ນັກຮຽນທົ່ວໄປໄດ້ຮັບການຝຶກອົບຮົມ ອັນເໝາະສົມຕໍ່ຈຸດການທີ່ເຂົາເຈົ້າສະເໜີຫາ. ຂໍ້ສຳຣວດນີ້ ຄືສ່ວນນຶ່ງຂອງໂຄງການ ທີ່ສຳລັງ ຫາທາງ ຖາມຂໍ້ເທັດຈິງວ່າ ນັກຮຽນ ຄົນລາວ ນັ້ນ ປາກ ຮັບການສຶກສາວິຊາຊີບ ປະເພດໃດ ແດ່. ທ່ານສາມາດ ຈ່ອຍປັບປຸງ ໂຄງການ ອາຊີວະສຶກສາ ເຫລົ່ານີ້ ໃຫ້ເໝາະສົມ ຕໍ່ຄົນລາວ ເປັ່ງຂຶ້ນໄດ້ ໂດຍ ໃຫ້ຄຳຕອບ ທີ່ເປັນປະໂຍດ ແກ່ໂຄງການ ອາຊີວະ ປະຈຳຮັກ (ມິຊ ແຄນ), ຕໍ່ນັກຮຽນ ຊາວ ໃນ ທົ້ງຖິ່ນ ແລະ ເຂດງຸບຖິ່ນ ທີ່ ທ່ານ ອາໄສ ຢູ່. ຂໍ້ສຳຣວດນີ້ ບ່ອຍກ ໃຊ້ ເວ້ລາ ປະມານ ສິບ ນາທີ. ປ່າມຸນ ໃຈ ຂອງ ທ່ານ ໃສ່ ໃນ ໃບ ສຳຣວດ ນີ້.

ກ່ຽວກັບ ການສຶກສາ ຂອງ ນຸ ຫລານ ທ່ານ

1. ພາຍໃນ ເຮືອນ ທ່ານ ປົ່ວ ນີ້ ເວົ້າ ກັນ ຄ້ອຍ ພາສາ ໃດ ?

_____ ລາວ
_____ ອັງກິດ
_____ ພາສາ ອື່ນ -- ບອກ ຊື່ ພາສາ : _____

2. ທ່ານ ຮູ້ ສຶກ ວ່າ ລູກ ຫລານ ຂອງ ທ່ານ ຈຸ ບໍ ໜັງ ສື ຢູ່ ເປັ ບ່ ໄດ້ ດີ ພໍ ແນ່ ນ ຄ້ອ ຫຍັ ງ ພາ ສາ ອັງ ກິດ ຫລື ບ່ ?

_____ ແນ່ ນ.
_____ ບ່ ແນ່ ນ.

3. ລາ ຍ ການ ອາ ຊີ ວະ ຂ້າ ງ ລຸ ມ ນີ້ ທ່ານ ຢາ ກ ໃຫ້ ນຸ ຫລານ ຂອງ ທ່ານ ເຂົ້ ຈຸ ມ ໃນ ໂຄງ ການ ໃດ ?

_____ ການ ສຶກ ສາ ວິ ຊາ ຊີ ບ ທີ່ ຄຸ ສ ມ ຢາ ກ ໄດ້ ແ ຫ ່ ພາ ສາ ອັ ງ ກິ ດ.
_____ ການ ສຶກ ສາ ວິ ຊາ ຊີ ບ ທີ່ ຄຸ ສ ມ ຢາ ກ ໄດ້ ທັ ງ ພາ ສາ ລາ ວ ແ ລ ະ ອັ ງ ກິ ດ.
_____ ບ່ ມັ ກ ຈັ ກ ຂີ້.
_____ ໂຄງ ການ ອາ ຊີ ວະ ສຶ ກ ສາ ແ ຫ ່ ນ ອ ນ -- ຂ ໍ ໃ ຫ ້ ລ ະ ບຸ : _____
_____
_____

4. ท่านสำเร็จการศึกษา ชั้น ประถม หรือ มัธยมปีที่ เท่าใดจึงได้?

_____ จบชั้น 1 ถึง 6.
_____ จบชั้น 7 ถึง 9.
_____ จบชั้น 10 ถึง 11.
_____ จบไฮสกูล.
_____ ได้รับปริญญาวิทยาลัยชุมชน (Community College) หรือ ปริญญา Junior College หรือ ใบรับรองการฝึกงาน แต่ไม่จบไฮสกูล.
_____ ได้รับจบไฮสกูล ปริญญาวิทยาลัยชุมชน หรือ ใบรับรองการฝึกงาน.
_____ ได้รับปริญญาวิทยาลัย แต่ไม่จบ.
_____ สำเร็จไฮสกูล ปริญญาตรี หรือ มากกว่านี้.
_____ สำเร็จการศึกษาระดับสูง ปริญญาใหญ่กว่านี้.

5. ท่านคิดว่าท่านใช้ภาษาอังกฤษได้ดีขนาดใด?

_____ ดีมาก _____ ไม่ค่อยได้
_____ พอใช้ _____ ไม่เป็นเลย

6. ในปีที่ผ่านมา ท่านเข้าโรงเรียนอาชีวะศึกษาบ่อยแค่ไหน แค่บางครั้ง หรือไม่?

_____ เข้า. (ไม่ต้องตอบข้อ 8.)
_____ ไม่ได้เข้า. (ไม่ต้องตอบข้อ 7).

7. ท่านสนใจการเรียนใดข้างล่างนี้?

_____ กระบวนวิชาทั่วไป (การศึกษาทั่วไป).
_____ ธุรกิจ และ งาน สำนักงาน (Business and Office Education).
_____ การขาย และ การตลาด (Sales and Marketing).
_____ อาชีพเกี่ยวกับการค้าธุรกิจ
_____ เกษตรกรรม (วิชาการเรียน).
_____ การช่าง (ไฟฟ้า, แก๊สและน้ำมัน, อุตสาหกรรม).
_____ ช่างอาชีพ และ อุตสาหกรรม (อิเล็กโทรนิกส์ และ จรวด).
_____ อื่นๆ -- ระบุ: _____

_____

8. ທ່ານບໍ່ໄດ້ເຂົ້າຮຽນວິຊາຮຽນໃນປັດຈຸບັນ ເພາະເຫດຜົນໃດ ຂ້າງລຸ່ມນີ້? (ໝາຍໃສ່ໜ້າທຸກຂໍ້).

_____ ບໍ່ຮູ້ວ່າມີໂຄງການໃດແນ່ໄປເຂົ້າໄດ້.
_____ ຄູສອນບໍ່ເວົ້າພາສາລາວຈັກຄົນ.
_____ ທ່ານຢາກໄປວິທະຍາໄລ ຫລື ມະຫາວິທະຍາໄລ ຫລາຍກ່ວາ.
_____ ທ່ານບໍ່ສົນໃຈ ເຣື່ອງ ການສຶກສາວິຊາຮຽນ.
_____ ຄ່າຮຽນແພງໂພດ.
_____ ຢາກໄດ້ວຽກເຮັດເລີຍ.
_____ ໂຮງຮຽນຈົບຫລັກສູດໃໝ່ ບໍ່ທັນ ເລີຍ ທີ່ສະເລີຍ.
_____ ບ່ອນຮຽນຢູ່ໄກໂພດ.
_____ ບໍ່ມີຣົຖໜ່ວ.
_____ ທາງໂຮງຮຽນບໍ່ຈັດ ຫລັກສູດ ທີ່ຢາກຮຽນ.
_____ ຈຳນວນນັກຮຽນເຕັມ ຫັ້ງກ່ອນ.
_____ ຄິດໄປເຂົ້າໝູ ເລີ້ວ ແຫ່ ບໍ່ມັກ.
_____ ບໍ່ມີຜູ້ໃດເປັ່ງເດັກນ້ອຍໃຫ້.
_____ ເຫດຜົນອື່ນ -- ກະຣຸນາອະທິບາຍ: _____

_____

_____

9. ລາຍການອາຊີວະສຶກສາ ຂ້າງລຸ່ມນີ້ ຄັນທ່ານໄປຮຽນໄດ້ ທ່ານຈະເຂົ້າຮຽນໃນ ລາຍການຂໍ້ໃດ? (ໝາຍຂໍ້ດຽວ).

_____ ລາຍການອາຊີວະສຶກສາ ທີ່ນາຍຄູ ຢາກໄດ້ ເພາະ ພາສາອັງກິດ.
_____ ລາຍການອາຊີວະສຶກສາ ທີ່ ນາຍຄູ ຢາກໄດ້ ທັ້ງ ພາສາລາວ ເວາະ ອັງກິດ.
_____ ບໍ່ສົນໃຈໃນ ລາຍການ ອາຊີວະສຶກສາ.

ກ່ຽວກັບວຽກງານອາຊີບຂອງທ່ານ

10. ປັດຈຸບັນນີ້ ທ່ານເຮັດການຢູ່ບໍ ?

_____ ເຮັດ; ບໍ່ຕັນເວລາ - ປະເພດຈ້ຳງ (ບໍ່ຮອດ 6 ເດືອນ ກະໄດ້ເງິນ).
_____ ເຮັດ; ບໍ່ຕັນເວລາ ເປັນຊຸກ ປະເພດຖາວອນ
_____ ເຮັດ; ຕັນເວລາ ແຕ່ ເປັນຊຸກຈ້ຳງ (ບໍ່ຮອດ 6 ເດືອນ ກະໄດ້ເງິນ).
_____ ເຮັດ; ຕັນເວລາ ແລະ ເປັນຊຸກ ຖາວອນ
_____ ບໍ່ໄດ້ເຮັດ; ກຳລັງຫາຢູ່
_____ ບໍ່ໄດ້ເຮັດ; ແລະ ບໍ່ຫາ

11. ທ່ານ ສົນໃຈ ຢາກຮັບການ ຝຶກອົບຮົມ ທີ່ກ່ຽວກັບວຽກງານ ຫລື ການຝຶກອົບຮົມ ແນວໃດ ເພີ່ມເຕີມ ບໍ ?

_____ ສົນໃຈຫລາຍ
_____ ສົນໃຈແດ່
_____ ບໍ່ສົນໃຈ (ບໍ່ຕ້ອງຕອບ ຂໍ້ 12).

12. ການຝຶກອົບຮົມ ປະເພດໃດ ທີ່ຈະເປັນປະໂຫຍດ ທີ່ສຸດສຳລັບທ່ານ ?
(ໃຫ້ ອະທິບາຍ ລະອຽດ).

_____

_____

_____

13. ท่านสนใจอยากทราบรายละเอียดเพิ่มเติม หรือต้องการความช่วยเหลือเกี่ยวกับรายการใดในข้างล่างนี้. (ให้ตอบทุกข้อ).

	สนใจมาก	สนใจเล่	ไม่สนใจ
ก. รายละเอียดเกี่ยวกับการศึกษาวิชาชีพ.	____	____	____
ข. โอกาสในการมีงานทำ.	____	____	____
ค. รายละเอียดเกี่ยวกับการแต่งงานและครอบครัว.	____	____	____
ง. รายละเอียดเกี่ยวกับการจัดชั้นวิชาและหลักสูตร.	____	____	____
จ. รายละเอียดเกี่ยวกับวิชาที่ต้องการจัดชั้นวิชาใด.	____	____	____
ฉ. รายละเอียดเกี่ยวกับรายการอาหารและชมรมใดบ้างที่สามารถแสดงได้.	____	____	____
ช. อื่นๆ -- ให้ระบุด้วย :			
_____	____	____	____
_____			
_____			

14. ແຕ່ລະຂໍ້ຂ້າງລຸ່ມນີ້ ທ່ານຄິດວ່າ ມີຄວາມສຳຄັນໃນການຈ່ອຍຄົນຫາງຸງ?

	ມີຄວາມສຳຄັນຫລາຍ	ບໍ່ຢ່ານໃດ	ບໍ່ມີຄວາມສຳຄັນ	ບໍ່ຮູ້
- ການຢ້ຽມຢາມ ແລະ ແນວ ຄຸ້ມຄອງການເລືອກຕັ້ງ ຫລື ເລືອກຕຸ້ງ.	____	____	____	____
- ຈົ່ງການ ຫລື ບໍ່ຣິສັດ ຫາງຸງ ໃຫ້ ຄົນ.	____	____	____	____
- ການສະໜັບສະໜຸນ -- ຈົ່ງ ຮ່ວມໃສ່ ຖຸງ.	____	____	____	____

ກ່ຽວກັບປະຫວັດສ່ວນຕົວ

ຂໍ້ຖາມໃນພາກສຸດທ້າຍນີ້ ແມ່ນຂໍ້ມູນຈະເປັນປະໂຫຍດ ສຳລັບຄຳຕອບຈາກ ຜູ້ຮັບການສຳພາດ ທີ່ມາ ຫັ້ງເພດຍິງ ແລະ ຊາຍ ການຫລອກລວງ ທີ່ແຕກຕ່າງກັນ ແລະ ການປະເມີນຄວາມຕ້ອງການ ຈາກເຂດຕ່າງໆ ພາຍໃນຣັຖ.

15. ເພດຂອງທ່ານ: ຍິງ ____ ຊາຍ ____

16. ເມື່ອວັນເກີດຫລ້າສຸດ ທ່ານ ອາຍຸ ເທົ່າໃດ?

____

17. ຊຸ່ມຖານ ທີ່ ທ່ານ ອາສັຍ ຢູ່ ຖຸງ ນີ້ ທ່ານ ຄິດວ່າ ແມ່ນ ເຂດປະເພດໃດ?

____ ຊຸ່ມນະບົດ
____ ເມືອງນ້ອຍ (ພົລເມືອງ 5,000 ຫາ 25,000).
____ ຊານເມືອງ ຫລ ເມືອງ (SUBURB).
____ ເຂດໃນເມືອງ (ພົລເມືອງ ເກີນ ກ່ວາ 25,000).

ຂອບໃຈ ທ່ານ ຫລາຍໆ ທີ່ ໃຫ້ ຄວາມ ຮ່ວມ ມື ຮ່ວມ ໃຈ. ມີ ຂໍ້ ຄິດ ເຫັນ ຫ ຊຸ່ມ ແນວ ໃດ ທີ່ ຢາກ ໃຫ້ ພວກ ຂ້ານ ເຈົ້າ ຊາບ ບໍ່ ກະ ລຸນາ ຂຽນ ໃສ່ ເນື້ອ ທີ ຂ້າງ ລຸ່ມ ຫລື ໃຊ້ ເຈ້ຍ ແຜ່ນ ໃໝ່ ກໍ ໄດ້. ____

Encuesta para Padres

Introducción

Los programas de educación vocacional ayudan a las personas a obtener el entrenamiento que necesitan para encontrar trabajo. Esta encuesta es parte de un proyecto que trata de identificar que clases de educación vocacional quieren recibir los hispanos. Sus respuestas nos ayudarán a mejorar los programas vocacionales para nuestra gente porque darán información muy útil a los programas vocacionales del estado, a las escuelas locales, y a nuestra comunidad misma. Esta encuesta es anónima. Por favor, NO PONGA su nombre en ninguna parte de este cuestionario.

PREGUNTAS SOBRE LA EDUCACION DE SUS HIJOS

1. ¿Qué idioma se habla en su casa ademas del inglés? _____

   ¿Qué porciento del tiempo usa este idioma?

   ☐ 100% ☐ 75% ☐ 50% ☐ 25% ☐ menos de 25%

2. Si sus niños tienen dificultades en la escuela, ¿cree ud. que esto es porque tienen problemas con el inglés?

   _____ Sí

   _____ No

3. Si tuviera la oportunidad, ¿en cuál de los siguientes programas vocationales pondría Ud. a sus hijos?

   _____educación vocacional con maestros que hablan sólo inglés

   _____educación vocacional con maestros que hablan español e inglés.

   _____ninguno de estos dos programas

   _____otro programa -- favor de describirlo _____

   _____

   _____

   _____

PREGUNTAS SOBRE LA EDUCACION DE UD.

4. ¿Cuál es el nivel más alto de educación formal que Ud. ha terminado? Favor de indicar sólo uno:

_____Grados 1 a 6 (primaria)

_____Grados 7 a 9 (primaria parte de la secundaria)

_____Grados 10 a 11 (más secundaria)

_____Graduado de high school (toda la secundaria)

_____Algo de estudios en colegio de comunidad (community college) o instituto técnico (preparatoria o instituto técnico)

_____Graduado de colegio de comunidad o instituto técnico

_____Algo de estudios universitarios

_____Graduado de universidad

_____Estudios postgraduados

5. ¿Cómo clasifica Ud. su uso del inglés?

_____muy bueno

_____bueno

_____no muy bueno

_____malo

6. ¿Asiste Ud ahora a alguna clase de educación vocacional?

_____Sí (en este caso, no debe contestar la pregunta #8)

_____No (en este caso, no debe contestar la pregunta #7)

7. ¿En cuál de estos programas vocacionales participa Ud?

_____Educación agragria

_____Educación de negocios y oficina

_____Ventas y distribución de productos

_____Ocupaciones relacionades con la medicina (enfermeria, etc.)

_____Economía del hogar

_____Educación técnica (tecnología de la energía, diseño y dibujo técnico

_____Industria (electrónica y soldadura)

_____Otro -- favor de describirlo: _____

_____

_____

8. ¿Cuáles de las razones siguientes describen mejor el por qué Ud. no asiste ahora a un programa vocacional? (Favor de indicar todas las razones aplicables.)

_____No conozco ninguno.

_____Los maestros no hablan español.

_____Quiero asistir a la universidad.

_____No me interesa la educación vocacional.

_____Las clases cuestan demasiado.

_____Necesito trabajar tiempo completo.

_____Las clases no se ofrecen a una hora conveniente.

_____La escuela vocacional está demasiado lejos.

_____No tengo transportación.

_____No se ofrecen las clases que quiero.

_____Las clases ya estaban llenas.

_____Tomé clases antes y no me gustaron.

_____Tengo problemas con arreglar quién me cuiede a los niños.

_____Otras razones -- Favor de describirlas: _____

_____

_____

9. Si tuviera la oportunidad, ¿Cuál de los siguientes programas vocacionales estudiaría Ud.? (Favor de indicar sólo uno.)

_____Educación vocacional con maestros que hablan sólo inglés.

_____Educación vocacional con maestros que hablan español e inglés.

_____No me interesa la educación vocacional

PREGUNTAS SOBRE SUS PLANES PARA UNA CARRERA

10. ¿Tiene Ud. empleo ahora?

_____Si; de tiempo parcial y temporal (el empleo va a durar menos de sies meses)

_____Si; de tiempo parcial pero permanente

_____Si; de tiempo completo pero temporal (el empleo va a durar menos de seis meses)

_____Si; de tiempo completo y permanente.

_____No; pero busco empleo.

_____No; no busco empleo en este momento.

11. ¿Tiene interés en recibir entrenamiento en relacion con su empleo?

_____mucho

_____algo

_____no me interesa (en este caso, pase a la pregunta #13)

12. ¿Qué entrenamiento le sería mas útil? (Favor de describirlo desarrolladamente.)

_____

_____

_____

13. ¿Tiene interés en recibir más información o ayuda con respecto a cada uno de los temas siguientes? (Favor de indicar una respuesta en cada caso.)

	mucho interés	algo de interés	nada de interés
a. información sobre la educación vocacional	_____	_____	_____
b. cómo planear una carrera	_____	_____	_____
c. información sobre ocupaciones y carreras diferentes.	_____	_____	_____

	mucho interés	algo de interés	nada de interés
d. información sobre varios tipos de entrenamiento especial.	_____	_____	_____
e. entrenamiento necesario para un empleo en particular.	_____	_____	_____
f. información sobre programas vocacionales enseñados por maestros bilingues.	_____	_____	_____
g. otra información (favor de especificar):	_____	_____	_____

_____

_____

_____

14. ¿Qué tan útil le parece cada uno de los siguientes servicios en el proceso de encontrar trabajo?

	muy útil	no muy útil	no lo utilisaría	no se
a. asesoramiento vocacional (discusión de empleos y carreras posibles)	_____	_____	_____	_____
b. servicios de empleo (agencias que le ayudan a encontrar trabajo)	_____	_____	_____	_____
c. educación vocacional (entrenamiento para el empleo)	_____	_____	_____	_____

Estas últimas preguntas nos permiten comparar las respuestas de hombres y de mujeres, de personas de diferentes edades, y támbien las necesidades de personas de diferentes partes del estado.

15. Ud. es: mujer _____ hombre _____

16. ¿Cuántos años tiene? _____

17. ¿Cómo describiría Ud. el área donde vive?

_____campo

_____pueblo pequeño (de 5,000 a 25,000 personas)

_____suburbio (las afueras de una gran ciudad)

_____ciudad (más de 25,000 personas)

Muchísimas gracias por su ayuda. Háganos el favor de escribir cualquier comentario o idea que quisiera compartir con nosotros en el espacio que sigue o en otras hojas de papel.

Vietnamese Parents Survey

BẢN THAM-KHẢO Ý-KIẾN DÀNH CHO CÁC BẬC PHỤ HUYNH

DẪN NHẬP

Chương trình huấn-nghệ nhắm mục đích giúp mọi người học hỏi thêm một số kiến thức chuyên nghiệp cần cho công việc tìm việc làm. Bản tham-khảo ý-kiến này là một phần của chương trình nhắm mục đích tìm hiểu loại chương trình huấn nghiệp nào mà người Việt-Nam thấy thích hợp. Những ý-kiến trả lời của quí vị sẽ có ích cho sự bổ khuyết chương trình huấn nghiệp của tiểu bang, của trường địa phương, và của cộng đồng của quí vị, để phục vụ hữu hiệu hơn người đồng hương của quí vị.

Mong quí vị vui lòng cộng tác vào sự tham-khảo ý-kiến này. Xin điền vào những khoảng trống trong bản tham-khảo ý-kiến này.

Xin thành thật cám ơn các ý-kiến xây-dựng và sự hợp tác của quí vị phụ huynh.

XIN CHO BIẾT VỀ SỰ HỌC HÀNH CỦA CON EM QUÍ VỊ

(Xin đánh dấu chéo vào khoảng trống thích hợp)

1. Ngoài tiếng Anh, ở nhà quí vị thường nói:

_____ Tiếng Á-rập

_____ Tiếng Việt

_____ Tiếng Tàu

_____ Tiếng Lào

_____ Tiếng khác. Xin quí vị tả rõ: _____

2. Trung bình quí vị dùng tiếng này bao nhiêu phần trăm?

_____ 100%

_____ 75%

_____ 50%

_____ 25%

_____ ít hơn 25%

3. Quí vị có cảm thấy rằng con em quí vị học không được giỏi ở trường chỉ vì các em không nói và không hiểu rõ tiếng Anh phải không?

_____ Phải

_____ Không phải

4. Nếu được lựa chọn thì quí vị sẽ ghi tên cho con em theo học chương trình huấn-nghệ nào?

_____ Chương trình huấn nghệ có giáo sư chỉ nói tiếng Anh mà thôi

_____ Chương trình huấn nghệ có giáo sư nói cả tiếng Anh và tiếng thường dùng ở nhà của quí vị

_____ Cả hai chương trình vừa nêu ra ở trên đều không thích hợp

_____ Tôi xin đề nghị chương trình khác: _____

_____

(Xin quí vị làm ơn ghi rõ chương trình quí vị thích.)

XIN CHO BIẾT VỀ TRÌNH ĐỘ HỌC VẤN CỦA QUÍ VỊ

5. Xin quí vị đánh dấu chéo X vào một trong những khoảng sau đây để diễn tả trình độ học vấn của quí vị.

_____ Tiểu học

_____ Trung học đệ nhất cấp

_____ Trung học đệ nhị cấp

_____ Trung học kỹ thuật hay chuyên nghiệp

_____ Tú Tài

_____ Trường cao đẳng chuyên nghiệp

_____ Cử nhân

_____ Cao học

6. Xin quí vị tự đánh giá trình độ Anh ngữ của mình:

_____ Rất giỏi

_____ Tạm được

_____ Không giỏi

_____ Không biết gì hết

7. Quí vị hiện có ghi tên vào một lớp huấn nghệ nào không?

_____ Có (nếu quí vị trả lời "Có", xin bỏ câu hỏi số 9)

_____ Không (nếu quí vị trả lời "không", xin bỏ câu hỏi số 8)

8. Quí vị hiện đang học chương trình nào trong những chương trình sau đây:

_____ Ngành canh nông

_____ Ngành hành chánh/kế toán

_____ Ngành thương mãi

_____ Ngành y tế

_____ Ngành gia chánh

8. (Tiếp theo câu hỏi số 8)

_____ Ngành kỷ thuật máy

_____ Ngành kỷ thuật điện, điện tử

_____ Ngành khác (Xin quí vị ghi rõ ra): _____

_____

9. Xin quí vị cho biết vì lý do nào quí vị không ghi tên học một chương trình huấn nghệ trong lúc nầy?

_____ Tôi không biết gì về chương trình huấn nghệ nầy

_____ Không có giáo sư nào nói cùng thứ tiếng với tôi để giảng dạy cho tôi hiểu

_____ Tôi chỉ muốn học ở đại học

_____ Tôi không thích về huấn nghệ

_____ Tiền học phí quá đắt

_____ Tôi cần làm việc suốt ngày (8 giờ mỗi ngày)

_____ Giờ giấc của các lớp học không thuận tiện cho tôi

_____ Trường học quá xa nhà tôi

_____ Tôi không có phương tiện di chuyển (không có xe để đi)

_____ Môn học tôi thích lại không có dạy. (Xin ghi rõ môn nầy: _____

_____

_____ Lớp học quá đông tôi ghi danh không được

_____ Tôi đã học rồi nhưng mà tôi không thích chương trình này

_____ Tôi bận về con cái

_____ Lý do khác. Xin quí vị cho biết: _____

_____

10. Nếu có sự lựa chọn thì quí vị sẽ ghi tên theo học chương trình huấn nghệ nào?

_____ Chương trình huấn nghệ có giáo sư chỉ nói tiếng Anh mà thôi

_____ Chương trình huấn nghệ có giáo sư nói cả tiếng Anh và tiếng thường dùng ở nhà quí vị

_____ Tôi không thích học trường huấn nghệ

11. Quí vị hiện đang:

_____ Có việc làm

_____ bán thời-gian và tạm thời (chừng 6 tháng)

_____ bán thời-gian và vĩnh viễn

_____ toàn thời gian và tạm thời (chừng 6 tháng)

_____ toàn thời gian và vĩnh viễn

_____ Chưa có việc làm, và đang tìm việc

_____ Chưa có việc làm, nhưng tôi không muốn đi làm ngay bây giờ

12. Nếu có được huấn luyện thêm để bổ túc cho công việc làm của quí vị thì quí vị có thích không?

_____ Rất thích

_____ Hơi thích

_____ Không thích (Vậy xin quí vị bỏ câu hỏi số 13)

13. Xin cho biết loại chương trình huấn nghệ nào hữu ích nhất cho quí vị (Xin tả rõ ràng)?

_____

_____

_____

14. Quí vị nghĩ thế nào, nếu quí vị nhận được những tin tức liên quan đến nghề nghiệp hay công việc làm của mình.

	Rất thích	Thích	Không thích
a. Tin tức về huấn nghệ	___	___	___
b. Tin tức về công việc làm	___	___	___
c. Tin tức về các công việc và nghề nghiệp khác hơn nghề của tôi	___	___	___
d. Tin tức về những chương trình huấn luyện đặc biệt	___	___	___
e. Tin tức về việc huấn luyện cho một ngành nghề đặc biệt	___	___	___
f. Tin tức về chương trình huấn nghệ với các giáo sư biết cùng thứ tiếng của tôi và cả tiếng Anh	___	___	___
g. Tin tức về các việc khác (Xin quí vị vui lòng giải thích rõ)	___	___	___

_____

_____

_____

15. Xin quí vị cho biết ý kiến về các mục sau đây đối với sự tìm việc.

	Rất có ích	Có ích	Vô ích	Tôi không biết
a. Cần có sự cố vấn và hướng dẫn cho quí vị trong sự tìm việc	____	____	____	____
b. Cần có sở tìm việc và giới thiệu công việc cho quí vị	____	____	____	____
c. Cần có trường huấn nghệ dạy cho quí vị có một nghề	____	____	____	____

Sau cùng xin quí vị trả lời một vài câu hỏi để có thể so sánh được các ý kiến khác nhau trong vùng và trong tiểu bang.

16. Xin cho biết quí vị thuộc phái _____ Nữ _____ Nam

17. _____ tuổi

18. Xin quí vị cho biết hiện nay quí vị sống ở vùng nào?

_____ Thôn quê của tiểu bang Michigan

_____ Thành phố nhỏ của tiểu bang Michigan

_____ Ngoài ô thành phố (phụ cận thành phố) của tiểu bang Michigan

_____ Thành phố lớn của tiểu bang Michigan

XIN THÀNH THẬT CẢM TẠ QUÍ VỊ

Nếu quí vị có ý kiến gì khác hơn và muốn đóng góp thêm, xin quí vị viết vào khoảng trống dưới đây.